Park West School Division

Learners Today, Leaders Tomorrow

K–12 Framework for Continuous Improvement

School Division Planning and Reporting

2026-2027

Park West School Division
1161 St. Clare St. N
Birtle, MB
R0M 0C0

Table of Contents

Executive Summary 3
Overview of K-12 Framework for Continuous Improvement 4
School division profile 5
- Geographic information 5
- Demographic information 6
- School division strengths, equity issues and challenges 6
- Budget information 7
- Description of senior administrative team 8
- Division staffing profile 10
- Disaggregated data 10
- Education for Sustainable Development 10

Current divisional strategic plan 11
Updates from previous strategic plan 12
October 2026 Strategic Plan Review 17
Report on results 19
- Divisional K-8 Literacy and Numeracy Assessments 19
- Grade 3-4 Provincial Assessment 24
- Middle Years Provincial Assessment 31
- Grade 9 Math and ELA successful credit attainment 41
- Grade 9 Math and ELA distribution of marks 44
- Grade 12 Provincial exams 46
- High school graduation rates 51
- Attendance 52
- Suspension data 55
- OurSchool survey on wellbeing and engagement 58

Categorical grant specific reporting 61
- Indigenous Academic Achievement 61
- Literacy 63
- Numeracy 65
- English as an Additional Language 66

Plans for utilization of additional grants 67
- Career Development Initiative 67
- Technology Education 67
- Learning to Age 18 Coordinator 68
- Early Childhood Development Initiative 60

French Language Review planning 72
Plan for enhancing educational leadership 72
Stakeholder involvement in planning process 74

Executive Summary

Park West School Division's K–12 Framework for Continuous Improvement outlines key progress, student achievement data, and strategic priorities for the 2026–2027 school year. Guided by the 2025–2029 Strategic Plan, the division remains focused on advancing student literacy and numeracy, fostering well-being and engagement, enhancing leadership and instructional capacity, and ensuring responsive educational systems across all schools.

Key Data Trends & Achievements (2025–2026)

- **Literacy Alignment & Outcomes:** Initiating a soft rollout of the K–8 Literacy Framework and mandating a transition to DIBELS-8 screening tools by June 2026 to standardize divisional assessment metrics.
- **Numeracy Progress & Interventions:** Sustaining strong K–3 numeracy results with 70.0% of students achieving 70% or higher through ongoing training through the Numeracy Achievement Program.
- **High School Credit Attainment & Graduation:** Raising Grade 9 credit attainment to 87.6% in ELA and 76.4% in Math, while advancing the 4-year student-tracked graduation rate to 81.3%., closely approaching the provincial benchmark.
- **Student Engagement & Well-Being:** Achieving high elementary belonging (77%) and life satisfaction (81%), while secondary participation in athletics and extra-curriculars reached 64% (well above the 46% national norm). Continuing interventions to counter reported bullying and online safety concerns.

Primary Strategic Goals for 2026–2027

- **Addressing Chronic Absenteeism:** Ongoing work includes establishing a Divisional Attendance Committee, refining administrative procedures, and expanding breakfast/nutrition programs ($257,000 allocation) to remove hunger-related barriers and improve attendance in key transitional grades (Grade 1 and Grade 8).
- **Strengthening Leadership & Collaborative Culture:** Formalizing a succession planning framework, conducting administrative workload reviews, and embedding teacher-driven Professional Learning Communities (PLCs) grounded in the Manitoba Framework for Learning.
- **Modernizing Systems & Digital Literacy:** Modernizing technology infrastructure, updating transportation fleet and routing efficiency, implementing the K–12 ICT Skills Guide, and focusing on digital citizenship, safe and ethical technology use, and proactive cyberbullying education into daily instruction to equip students with the skills needed to navigate digital spaces responsibly and securely.

Overview of K-12 Framework for Continuous Improvement

The ***K-12 Framework for Continuous Improvement***, developed collaboratively with school division leaders and other provincial education partners, was introduced to superintendents in May 2016.

This K-12 Framework for Continuous Improvement was developed collaboratively with school division leaders and other provincial education partners who recommended:

- a framework with broad planning areas and the flexibility to include emerging provincial and local priorities
- provincial implementation of the Individualized Education Plan–Report (IEP-R)
- incorporating planning and reporting for all grants, including student services and categorical grants, into the Framework
- ensuring alignment between school division planning and reporting and provincial priorities

The purpose of the Framework is to:

- increase the overall capacity and capability of the K-12 education system
- close the achievement gap and ensure high levels of achievement in numeracy and literacy for all students
- ensure the collection and analysis of student achievement data to inform instructional practice and school/school division planning and reporting
- promote reflection and collaborative inquiry
- increase transparency and ensure accountability for continuous improvement
- enhance instructional leadership capacity

Manitoba's *K-12 Framework for Continuous Improvement* emphasizes coherence, capacity building, data-informed decision making and shared responsibility for student achievement. It requires that school divisions:

- embed accountability in their planning and reporting to ensure high levels of academic achievement in literacy and numeracy for all students
- examine and analyze disaggregated student achievement data, provided by the Department, to better understand trends and patterns to inform instruction and develop appropriate supports for all students
- address literacy and numeracy
- incorporate planning and reporting for the following three grants:
    - Indigenous Academic Achievement
    - English as an Additional Language
    - Literacy and Numeracy
- assess, monitor, and report their progress in relation to divisionally identified targets and the provincial context

School Division Profile

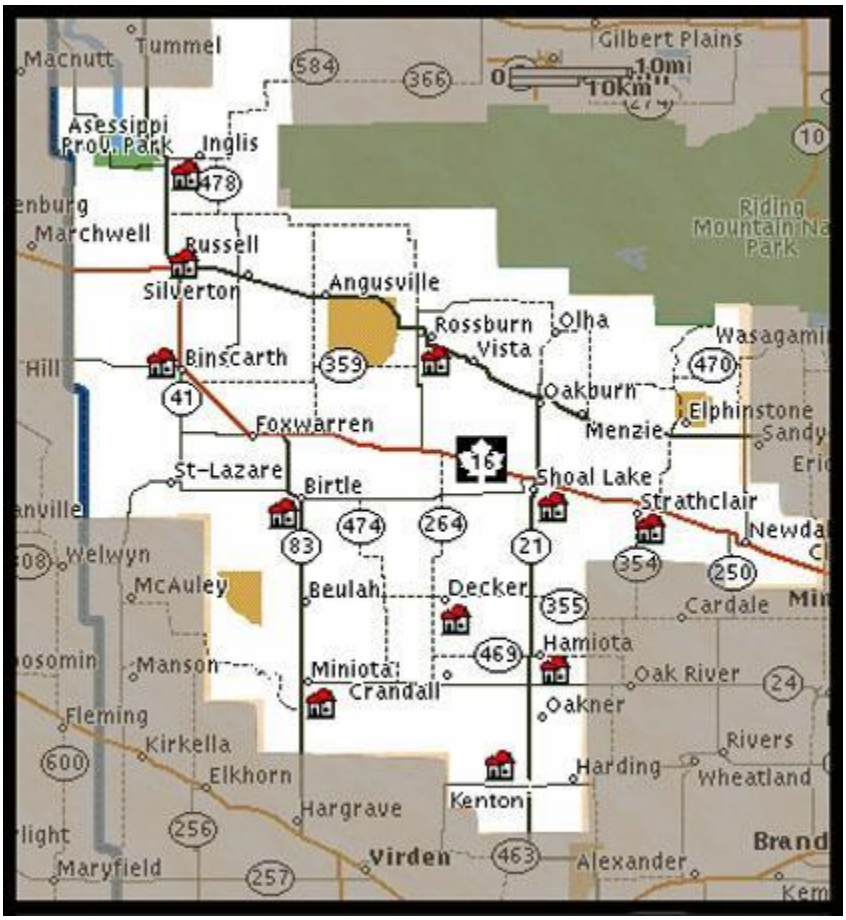
a) Provide a brief overview of relevant geographic or demographic information as well as specific school division strengths, equity issues and or challenges

Geographic information:

Park West School Division is located on the western side of Manitoba. It runs along highway #16 to the Saskatchewan border.

The school division office in Birtle is approximately 300 km northwest of Winnipeg and 140 km northwest of Brandon.

Park West borders four other Manitoba divisions (Mountainview, Rolling River, Fort La Bosse, and Brandon) and one Saskatchewan division (Good Spirit).



Demographic information:

Park West School Division has 17 schools in 12 communities.

School	Configuration	Students (fte)
Binscarth	K-8	71.5
Birtle Collegiate	5-12	179
Birtle Elementary	K-4	76
Decker Colony	K-12	41.5
Hamiota Collegiate	6-12	144
Hamiota Elementary	K-5	103.5
Inglis	K-8	54
Major Pratt	K-12	586.5
Miniota	K-8	74.5
Monarch Colony	K-12	18.5
Rossburn Collegiate	9-12	95
Rossburn Elementary	K-8	81.5
Shoal Lake	K-12	144.5
Strathclair	K-12	138
Waywayseecappo	N-8	379
Wayway Off Campus / Adult Ed	9-12	41
	TOTAL	**2227.5**

School division strengths, equity issues and / or challenges:

Some key initiatives include our expanded Kindergarten program, our ownership stake in a regional fibre optic network, our partnership with Waywayseecappo First Nation, an extensive focus on literacy and numeracy, the expansion of mental wellness initiatives, numerous social justice initiatives, the integration of First Nation perspectives into curriculum, and our focus on outcome-based assessment.

Our challenges are similar to previous years. They include

- Uncertainty about provincial funding levels. For 2025-2026 and 2026-2027, we received one of the lowest levels of provincial funding among all eligible school divisions.
- Possible unpredictability with First Nation student enrolment.
- Maintaining all our schools.
- Ensuring adequate course and program options for students.
- Increased costs due to provincial bargaining for teachers and a recent agreement with non-teaching staff.

Budget information:

Provincial Revenue	2024-2025	2025-2026	2026-2027
Base Support	5,974,792	6,277,472	6,412,532
Categorical Support (specific)	2,348,108	2,294,793	2,268,903
Equalization (transfer payment)	0	0	-
School Building Support	104,460	104,280	132,600
Formula	1,065,506	911,250	869,638
Technology Enhancement Equipment Replacement	33,400	52,200	52,200
Additional Special Needs	143,466	148,257	148,257
Additional Operating Support	1,598,000	1,598,000	1,598,000
Wage Assistance	913,207	1,002,656	1,002,656
Student Engagement and Presence	255,000	255,000	255,000
Support for Enrolment Growth	53,000	-	-
Nutrition Funding	242,000	257,000	257,000
Harmonization Funding	-	-	71,447
TOTAL Provincial revenue	**12,730,939**	**12,900,908**	**13,068,233**
Other revenue	**2024-2025**	**2025-2026**	**2026-2027**
Career development	31,250	62,118	31,250
Learning to Age 18	20,000	20,000	20,000
Community schools grant	80,000	80,000	80,000
Class size initiative (Early Years Enhancement Grant)	90,000	90,000	90,000
Paul Martin initiative	30,000	0	-
Payroll tax rebate	383,004	395,986	384,826
Tuition fees (First Nations)	9,709,047	9,289,837	10,730,141
Substitute fees	0	0	-
St. Lazare School (DSFM)	6,000	6,000	6,000
Interest	0	0	-
Private organizations	14,000	14,000	14,000
Apprenticeship facilitator	46,600	46,600	46,600
Transfer fees	13,000	13,000	13,000
Other	5,000	5,000	5,000
Special levy (local taxation)	12,050,965	13,436,826	14,386,635
TOTAL Other revenue	22,478,886	23,459,367	25,807,452
TOTAL Revenue	**35,209,805**	**36,360,275**	**38,875,685**

Budget information (continued):

Expenditures	2024-2025	2025-2026	2026-2027	Previous Year Difference
Regular Instruction	20,581,454	22,011,709	22,858,452	843,743
Student Support Services	4,833,410	5,217,223	5,553,729	336,506
Adult Education	134,635	193,119	140,485	52,634
Early Childhood	224,385	129,444	235,586	106,142
Divisional Admin	1,310,685	1,286,711	1,228,749	57,962
Curriculum	293,931	106,201	212,679	106,478
Library	340,830	361,725	365,943	4,218
PD	122,533	482,945	456,240	26,705
Nutrition	242,000	257,000	257,000	-
Transportation	2,170,781	2,013,831	2,121,452	107,621
Maintenance	3,947,624	4,109,437	4,413,775	304,338
Fiscal	526,600	526,600	526,600	-
Capital items and surplus	575,000	410,000	630,000	220,000
TOTAL Expenditures	**35,303,869**	**37,105,945**	**39,000,690**	**1,894,745**

b) Description of senior administrative team:

Name	Position	Responsibilities
Stephen David	Superintendent/CEO	This Superintendent / CEO is responsible for providing overall leadership and strategic direction in the development, implementation and evaluation of programs and services within the Park West School Division.
Louise Langevin	Assistant Superintendent	This Assistant Superintendent assists the Superintendent in providing overall leadership and strategic direction in the development, implementation and evaluation of programs and services within the Park West School Division.

Kelly Knight	Secretary-Treasurer	The Secretary-Treasurer is responsible for the division's business matters involving; finance, purchasing, accounting, auditing, collective agreements, and insurance.
Bonnie Kiliwnik	Director of Student Services	The Director of Student Services is responsible for the Division in its development of programs that are supportive of students requiring special services.
Dan Voth	Transportation Supervisor	The Transportation Supervisor is responsible for all transportation operations in the Division as they pertain to students transported, school bus drivers, and condition of the bus fleet for both division operated and contracted services.
Ted Koroscil	Maintenance Supervisor	The Maintenance Supervisor is responsible for the repair of all facilities, grounds, and equipment. Ted is new in the role as of July 2026.
Colleen Clearsky	Education Director, Waywayseecappo	This Education Director is responsible for providing overall leadership and strategic direction in the development, implementation and evaluation of programs and services for students of Waywayseecappo First Nation.

c) Division staffing profile:

Position	Number (FTE)
Principals	7.10
Vice-principals	1.75
Teachers (Standard School Allocation)	177.75
Counsellors	6.50
Resource teachers	10.25
Teachers supporting special needs low enrolment classes	0
Educational assistants	85.00
Speech language pathologists	2.60
Reading clinicians	0.80
Occupational therapists	0
Physiotherapists	0
Psychologists	1.00
Social worker	1.00
Community Connector	1.00
French revitalization coordinator	0.40
K-8 Literacy / Numeracy facilitator	1.00
ICT facilitator	0.75
Vocational facilitator	0.50
Workplace safety health coordinator	0.50
Learning to age 18 facilitator	0.25
Divisional guidance coordinator	0.75
TOTAL	**299.15**

d) Disaggregated data for students designated as English as an Additional Language (EAL) and self-declared Indigenous students

Disaggregation	No. of students	Percentage of student population
English as Additional Language	134	5.8%
Self-declared Indigenous	945	42.4%

e) Education for Sustainable Development (ESD)

Disaggregation	No. of students
Number of schools in division	17
Number of schools with ESD plan	15

Divisional Strategic Plan

Park West updated our strategic plan in September 2025. All action areas of the Park West Plan are linked to one of our four pillars or priorities. These are the same priorities identified by Manitoba's new K-12 Education Action Plan.

The website link to the most current school division plan
https://www.pwsd.ca/strategic-plan

The priorities in our current divisional plan included:

- High-quality learning
- Student engagement and wellbeing
- Excellence in teaching and leadership
- Responsive systems

Key elements of the Park West School Division strategic plan include:

- Increasing student achievement in literacy and numeracy.
- Striving for excellence in instruction and school leadership.
- Prioritizing wellbeing for students and staff.
- Improving equity and inclusion while advancing Truth and Reconciliation.

This strategic plan was developed through stakeholder consultation (including staff, parents, and students) and through review of school and divisional data. It stems from the division's beliefs, vision, and mission (shown below).

Our Vision

We will bring the world to our students to prepare our students for the world



Our Mission

PWSD will work with communities to:

- Provide innovative learning opportunities
- Challenge student to reach their potential as engaged citizens of the world
- Value, accept, and nurture students



Our Values

Park West values:

- our PEOPLE
- our PARTNERSHIPS
- our PRACTICES
- Our PROGRAMS

Our Motto

Learners Today
Leaders Tomorrow

Updates from Previous Divisional Strategic Plan

The 2025 Divisional Strategic Plan includes several updates, expanded initiatives, and shifts in focus compared to the 2022 plan, particularly regarding timelines, specific curriculum frameworks, assessment tools, student governance, workforce stability, and infrastructure planning.

While both the 2022 plan the 2025 plan operate under the same four pillars (High-Quality Learning, Student Engagement and Wellbeing, Excellence in Teaching and Leadership, and Responsive Systems) and shared core elements (like increasing literacy and numeracy achievement and prioritizing wellbeing), the 2025 plan outlines a new implementation cycle of 2024-2029.



Here are the key updates and new initiatives organized by priority area:

I. High-Quality Learning

The 2025 plan introduces a renewed focus on integrating modern learning competencies and specific literacy tools:

Global Competencies Focus:

- The 2025 plan's Priority Focus explicitly targets incorporating Manitoba's Global Competencies (Critical Thinking, Citizenship, Connection to Self, Collaboration, Communication, and Creativity) into teaching and learning. A specific outcome and action plan are included to increase awareness and understanding of these six competencies and purposefully embed them in schools.

Literacy Framework and Assessment:

- The 2025 plan details the introduction of a new K-8 Literacy Framework aligned with provincial directives, starting with a soft rollout in Fall 2025.

- There is a shift in divisional assessment practices: June 2025 will be the last time literacy data is collected using the Fountas and Pinnell assessment. By June 2026, all teachers will be required to use DIBELS-8 and submit literacy data.

Numeracy Support:

- The 2025 plan updates numeracy support by introducing a dedicated numeracy lead/coach. This position is designed to build the capacity of high school mathematics teachers through in-class support, coordination of professional development, and facilitation of access to instructional resources.

Course Options Expansion:

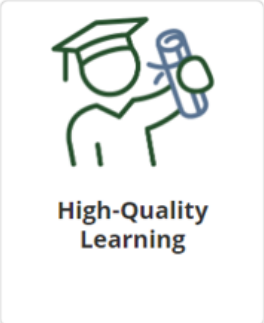
- While both plans aim to increase vocational course options, the 2025 plan includes exploring the introduction of earlier exposure to trades, career, and vocational opportunities, possibly starting in Grade 5 and 6. The 2025 plan also adds an initiative to expand outdoor education programs with clear curricular connections, structured with lessons and activities.

Indigenous Programming:

- The 2025 plan expands on the commitment to Indigenous student outcomes by stating it will further develop high school programming to include courses on Indigenous ways of knowing, language, culture, and land-based learning. It also specifies to expand the Elder and Knowledge Keeper in Schools initiative.

Assessment Practices:

- The 2025 plan updates the assessment review by focusing on identifying gaps and weaknesses in current assessment practices to ensure a more comprehensive and equitable assessment strategy across all grade levels.



II. Student Engagement and Wellbeing

The 2025 plan introduces new dimensions for addressing student wellness and engagement, including leveraging Indigenous perspectives and formalizing student voice:

Foundational Context:

- The 2025 plan is informed by Manitoba's Vision for Learner Success and the concept of Mino-Pimatisiwin (The Good Life), emphasizing student success as reaching one's full potential and living Mino-Pimatisiwin.

Wellness Curriculum:

- A new action in the 2025 plan involves the implementation and strategic integration of a responsive wellness curriculum, including the continued development and expansion of locally developed courses such as the Fundamentals of Mental Fitness 41G.

Attendance Barriers:

- While the 2022 plan mentioned implementing the provincial attendance policy, the 2025 plan outlines a detailed outcome to develop and implement a detailed plan to improve student attendance that actively helps remove barriers to school attendance. Specific new actions include:
    - Prioritizing literacy support as an early intervention for at-risk students, focusing on expanding assessment and support at the high school level.
    - Strengthening and expanding breakfast and nutrition initiatives to address hunger-related attendance barriers.
    - Establishing consistent data tracking, monitoring, and reporting related to student attendance.

Student Empowerment:

- The 2025 plan includes a new outcome to foster student empowerment by increasing meaningful student participation in decision-making. This involves establishing a Divisional Student Advisory Committee and strengthening collaboration among school-based student councils.



III. Excellence in Teaching and Leadership

The 2025 plan introduces comprehensive strategies for teacher professional development, workforce stability, and leadership retention:

Teacher Capacity Building (PLCs):

- The 2025 plan introduces the implementation of Professional Learning Communities (PLCs) as a specific framework for professional development. PLCs are designed to be teacher-driven, self-selected, and self-directed, fostering continuous improvement and collective efficacy, and utilizing the Manitoba Framework for Learning.

Workforce Retention and Recruitment (New Area):

- The 2025 plan includes a new outcome focused on cultivating a stable, skilled, and engaged workforce by enhancing teacher retention, proactively planning for leadership succession, and expanding recruitment. Actions include:
    - Developing targeted retention strategies for schools with high staff turnover, including mentorship programs and wellness supports.
    - Exploring rural solutions to attract teachers and staff to remote communities.
    - Partnering with local economic development offices and immigration services to broaden the candidate pool.

Succession Planning and Workload Review (New Initiatives):

- Implementation of a succession planning framework focused on identifying, mentoring, and supporting aspiring school administrators to build leadership capacity from within.
- Conducting a review of school leadership workload, particularly in schools where principals hold combined roles (e.g., principal/resource/guidance), to analyze the impact of job overload on administrator retention and to inform future staffing models.



IV. Responsive Systems

The 2025 plan adds several new initiatives:

Collaboration Strategies (New Area):

- The 2025 plan details specific actions to foster a culture of collaboration. New initiatives include:
    - Identifying sustainable strategies for providing release time that supports meaningful staff collaboration and professional growth.
    - Developing and promoting opportunities for collaboration between schools and communities, including innovative staffing models that support the sharing of teachers and specialized personnel across sites.
    - Creating a representative stakeholder group that meets regularly for coordinated initiatives and decision-making.
    - Proactively establishing and maintaining partnerships with municipalities, industry leaders, and community members.

Technology Plan and Digital Literacy (New Area):

- The 2025 plan introduces actions to support a robust digital learning environment:
    - Launching an updated, forward-looking divisional technology plan.
    - Creating and implementing a unified digital skills guide.
    - Strengthening and harmonizing digital literacy instruction by fully adopting and integrating a comprehensive K–12 ICT Skills Guide, grounded in LwICT.

Infrastructure and Specialized Spaces (New Area):

- The 2025 plan focuses capital investments on strategic building enhancements.
- A specific initiative is to increase the availability of safe, confidential, and appropriately designed spaces within schools to deliver specialized services such as clinical support, counselling, and wellness programming.

Transportation Improvements (New Area):

- The 2025 plan includes a focus on strengthening transportation infrastructure and services, including modernizing the fleet and improving bus route planning and scheduling.



October 2026 Strategic Plan Review

As part of the ongoing monitoring of the divisional strategic plan, an internal review was conducted in October 2026. This review highlights the key progress, achievements, and ongoing initiatives under each of the four strategic pillars.

I. High-Quality Learning

- Full rollout of DIBELS-8 assessment across all K-8 classrooms, replacing the former Fountas and Pinnell framework to establish unified literacy metrics.
- Active deployment of the dedicated numeracy lead/coach to support high school mathematics instruction and build teacher capacity.
- Expansion of Indigenous high school course offerings, incorporating land-based learning and local languages.

II. Student Engagement and Wellbeing

- Implementation of targeted attendance monitoring and early intervention strategies, supported by expanded nutrition programs.
- Establishment of the Divisional Student Advisory Committee to increase student voice and participation in leadership decision-making.
- Integration of Mino-Pimatisiwin principles into mental wellness frameworks and local course offerings.
- Implementation and expansion of locally developed courses such as Fundamentals of Mental Fitness 41G to address responsive wellness curriculum goals.
- Prioritization of high school literacy support as an early intervention strategy for at-risk students facing attendance barriers.

III. Excellence in Teaching and Leadership

- Ongoing engagement with Professional Learning Communities (PLCs) centered on the Manitoba Framework for Learning.
- Execution of workforce recruitment and retention initiatives targeting rural schools and leadership succession planning.
- Review of administrative workloads in multi-role school settings to better support principal retention.

- Formalization of a succession planning framework to identify, mentor, and build leadership capacity among aspiring administrators from within the division.
- Partnership with local economic development offices and immigration services to expand candidate pools and enhance rural staff recruitment.

IV. Responsive Systems

- Adoption of the K-12 ICT Skills Guide across all schools to standardize digital literacy instruction.
- Facility improvements aimed at creating safe, confidential spaces for student counselling and clinical services.
- Strengthening community and municipal partnerships to expand shared resources and vocational programming options.
- Launch of the updated divisional technology plan and unified digital skills guide based on the Literacy with ICT (LwICT) model.
- Modernization of bus fleet infrastructure alongside improved route planning and scheduling across the division.



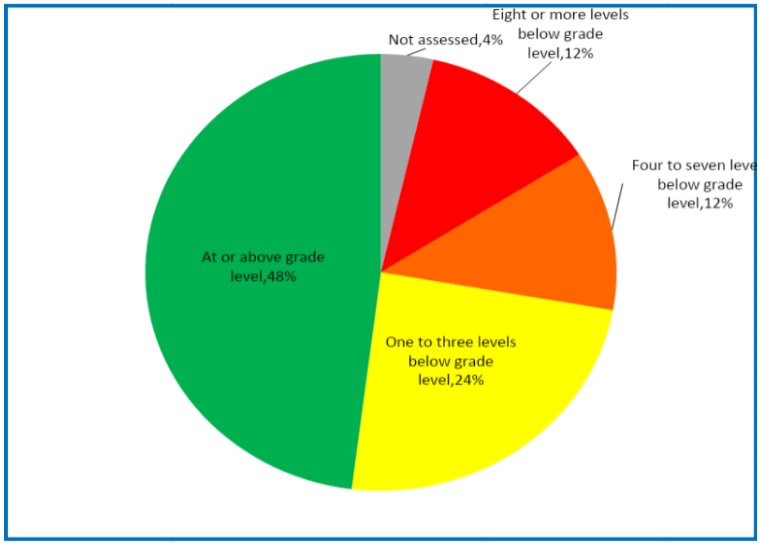
Report on Results

Divisional K-8 Literacy Assessments

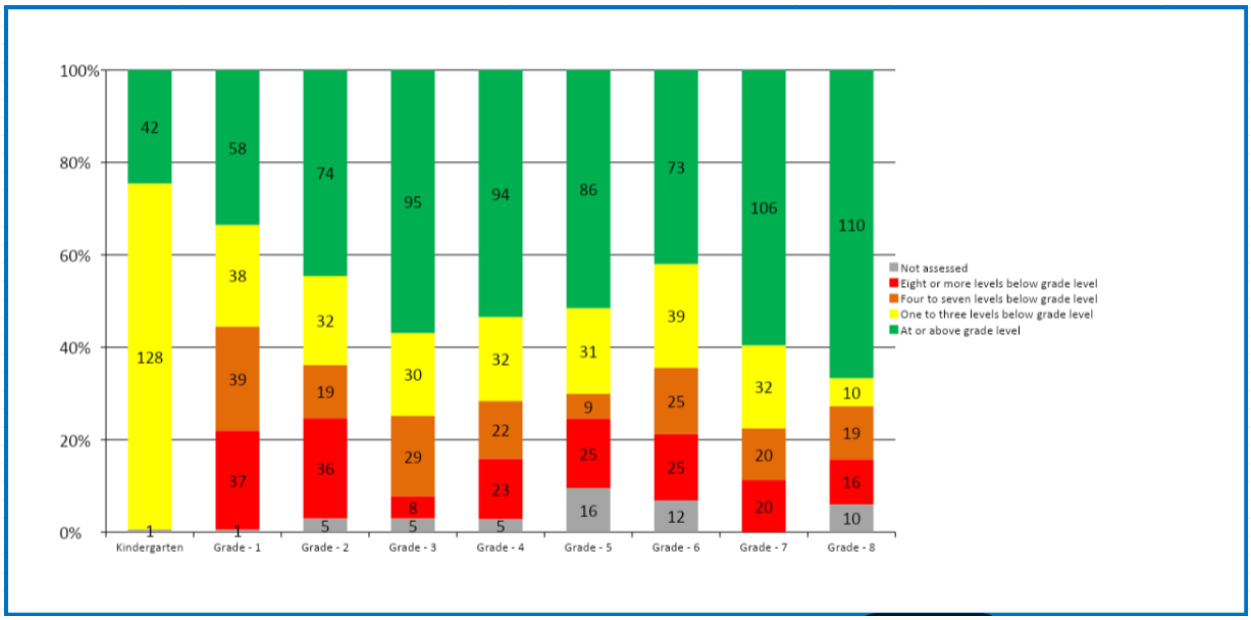
Park West School Division implements divisional assessments for Literacy for students in Kindergarten to Grade 8.

- The divisional analysis states that the multiyear summary of literacy results shows a slight increase in the number of students in K-8 who are at or above grade level in the past two years.
- The most recent data (June 2025 Divisional Literacy Assessment) shows that 48% of K-8 students were At or above grade level.
- The analysis noted that 24% of K-8 students are one to three levels below grade level, 12% are four to seven levels below grade level, and another 12% are eight or more levels below grade level, with 4% not assessed.
- The Divisional Literacy Assessment Results from 2021 - 2025" graph details the changes in the number of students achieving "At or above grade level" (Green):
- The highest number of students achieving "At or above grade level" occurred in June 2024 (759 students).
- In June 2025, the number of students achieving "At or above grade level" was 738, representing a slight decrease from the 2024 high.
- The breakdown by grade level shows that the largest absolute numbers of students categorized as "At or above grade level" (Green) were in Grade 7 (106 students) and Grade 8 (110 students). Conversely, the largest number of students in the "One to three levels below grade level" (Yellow) category was found in Kindergarten (128 students).
- The assessment protocol is shifting. June 2025 was the last time literacy data was collected using the Fountas and Pinnell assessment, and by June 2026, all teachers will be required to use DIBELS-8 and submit literacy data

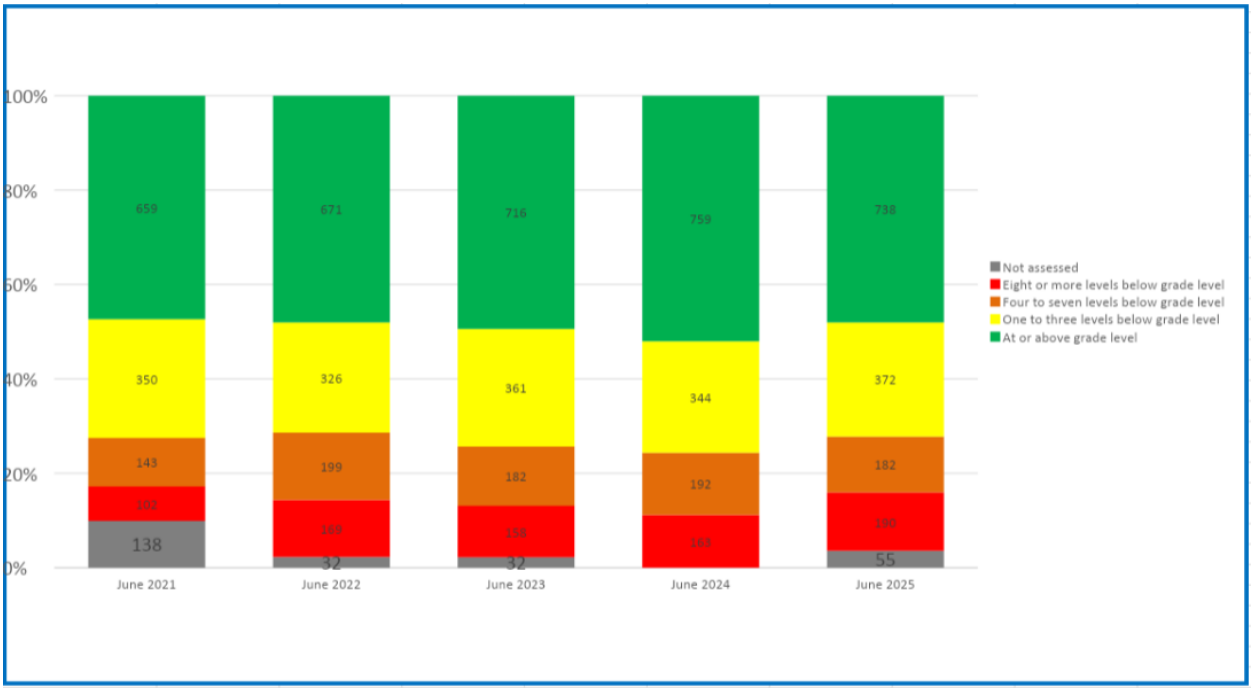
2025 Divisional Literacy Assessment – Overall Results for K-8



2025 Divisional Literacy Assessment Results by Grade Level



Divisional Literacy Assessment Results from 2021 - 2025



Divisional K-3 Numeracy Results

Park West School Division implements divisional assessments for Numeracy for students in Kindergarten to Grade 3.

Achievement Distribution and Foundational Benchmarks

In the June 2026 administration, 70.0% of K–3 students demonstrated solid mathematical proficiency, achieving an overall score of 70% or higher (37.1% achieving 90%–100%, 21.5% achieving 80%–89%, and 11.4% achieving 70%–79%). While these results confirm strong baseline acquisition in the early years, the distribution identifies critical areas for multi-tiered support: 10.0% of students scored below 50%, 3.7% required an earlier grade's assessment tool to participate, and 5.5% of assessments were incomplete. The proportion of incomplete assessments closely mirrors elevated severe chronic absenteeism in early grades (e.g., 12.26% in Grade 1), underscoring that consistent classroom presence is a prerequisite for foundational numeracy acquisition.

Longitudinal Trends and Grade-Level Progression

Longitudinal tracking from 2015 to 2026 illustrates that high-tier mastery (90%–100%) reached a historical peak in June 2019 (485 students) prior to pandemic disruptions, before stabilizing into a steady range of 238 to 262 students between 2024 and 2026 (238 students in 2026). Consistent with historical patterns, achievement is highest at the Kindergarten level and tapers moderately through Grade 3 as students transition from basic number recognition and counting to more complex tasks, including symbolic reasoning and mental math strategies.

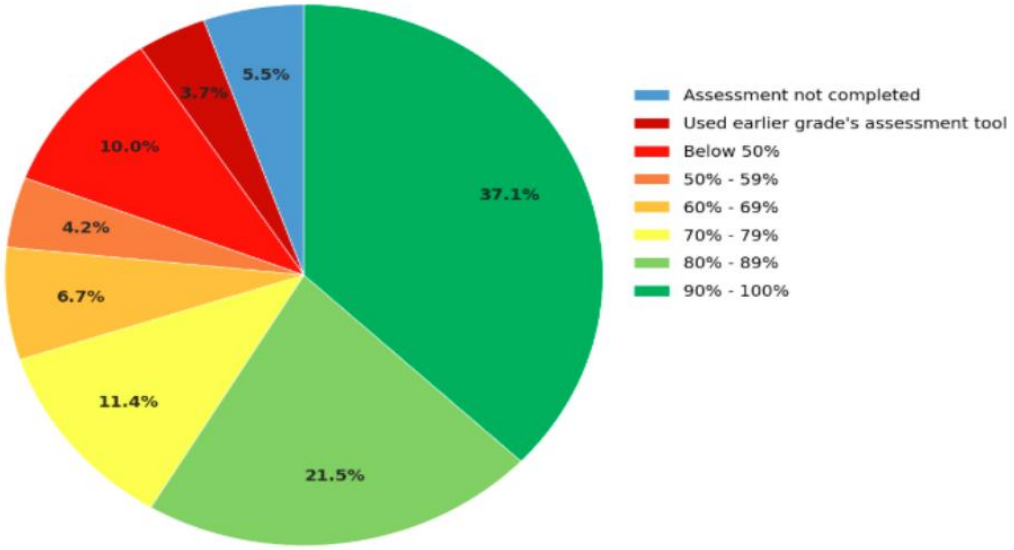
Coherence with Provincial Assessments and Strategic Action

While internal divisional K–3 metrics show 70% of learners meeting or exceeding standard thresholds, the Fall 2025 Grade 3 Provincial Numeracy Assessment revealed that only 21.2% of divisional students met all four provincial sub-competencies simultaneously (against a 36.0% provincial baseline). This divergence highlights the necessity of aligning local classroom evaluations with provincial rigor.

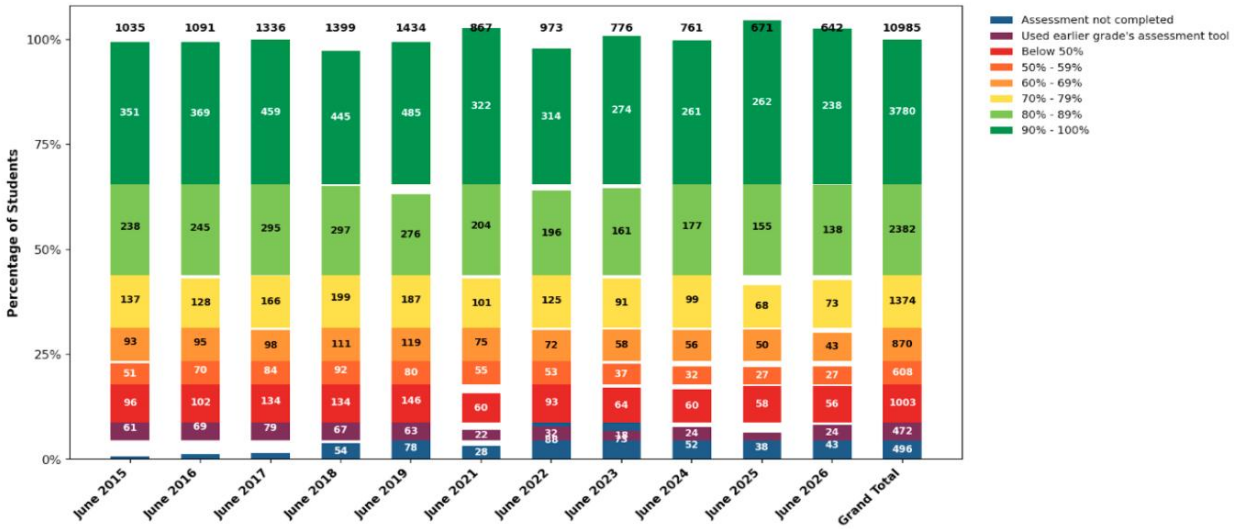
In response, and aligned with the 2025–2029 Strategic Plan and Categorical Numeracy Grant, Park West School Division is prioritizing:

- **Revising Assessment Protocols:** Reviewing existing K–3 divisional numeracy tools to eliminate gaps in assessment validity and guarantee equitable, standardized evaluation across all early years classrooms.
- **Evidence-Based Guided Math:** Embedding the **Numeracy Achievement Project (NAP)** model across Early Years, shifting classroom practice from mere procedural rules to deep conceptual understanding using foundational tools such as ORIGO, First Steps in Mathematics, and Numeracy Nets.

2026 Divisional Numeracy Assessment – Overall Results for K-3



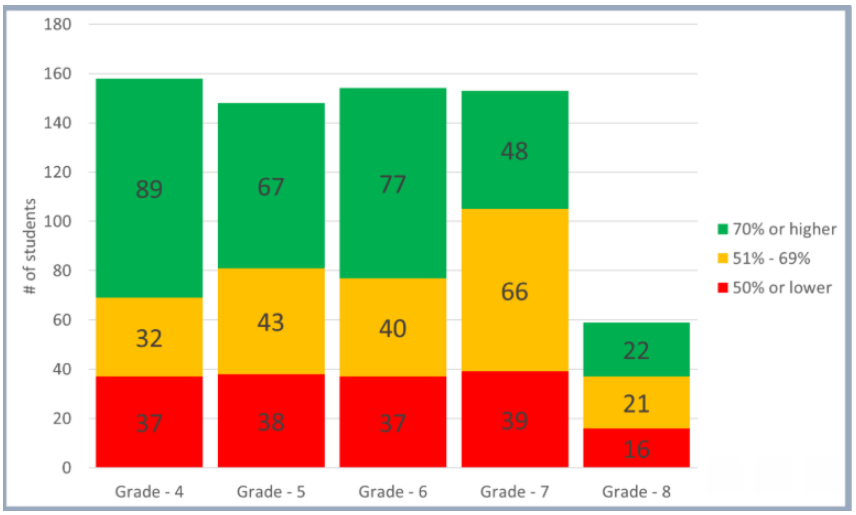
Divisional K-3 Numeracy Assessment Results from 2015 – 2026



Divisional Grade 4-8 Numeracy Results

Park West School Division implements year-end divisional assessments for Numeracy for students in Grade 4-8 using tools from the Numeracy Achievement Project. The Numeracy Achievement Project is a province-wide initiative to improve mathematics teaching and learning. It supports teachers, schools, and divisions in enhancing student numeracy outcomes through evidence-based instructional practices and collaborative professional learning.

- The most significant trend observed is the decline in high achievement between Grade 6 and Grade 7. In Grade 6, exactly half (50.0%) of the students achieved a score of 70% or higher. This percentage drops dramatically by 18.6 percentage points in the next year, with only 31.4% of Grade 7 students achieving 70% or higher.
- While Grade 8 (37.3%) shows a recovery compared to Grade 7, it remains below the performance levels seen in Grades 5 and 6.
- Grade 7 holds the largest percentage of students in the middle range (51%–69%) at 43.1%. This contrasts sharply with Grade 6, where only 26.0% of students were in this middle band. This suggests that students who were previously high achievers (70%+) in Grade 6 are often unable to maintain that level of performance when transitioning to the Grade 7 curriculum and assessment.
- The percentage of students struggling (50% or lower) is approximately 25% across the middle grades. The Grade 7 Provincial Numeracy Assessment (January 2025) divisional proficiency rate was 32.0% which matches the divisional NAP result of 31.4% achieving 70% or higher by the end of Grade 7.
- NAP should improve teaching and learning by shifting the focus of instruction from mere rules and procedures to deep conceptual understanding, procedural fluency, and problem-solving. It targets both student learning needs and teachers' instructional strategies.



Overview of Grade 3/4 Provincial Assessment

Early in the school year, Manitoba students in Grade 3 (all programs) and Grade 4 (French Immersion) undergo classroom-based provincial assessments in numeracy and reading competencies identified by Manitoba Education and Training.

Evaluation criteria, including the competencies, scoring scales, and indicators of achievement, are provided by the Department and are used by teachers when reporting achievement results for these assessments to parents and to the Department.

Grade 3 Literacy Results

The purpose of this assessment is to measure achievement in key competencies in literacy. The Literacy Assessment is not based on a single test, but on evidence of a student's achievement from ongoing assessment done as part of the normal teaching and learning process.

The Grade 3 Literacy Assessment focus on four specific competencies:

- Students reflect on and set reading goals.
- Students use strategies during reading to make sense of texts.
- Students demonstrate comprehension.

Grade 3 Numeracy Results

The purpose of this assessment is to measure achievement in key competencies in numeracy. The Numeracy Assessment is not based on a single test, but on evidence of a student's achievement from ongoing assessment done as part of the normal teaching and learning process.

The Grade 3 Numeracy Assessment focus on four specific competencies:

- Students predict an element in a repeating pattern.
- Students understand that the equal symbol represents an equality of the terms found on either side of the symbol.
- Students understand that a given whole number may be represented in a variety of ways (to 100).
- Students use mental math strategies to determine answers to addition and subtraction questions to 18.

Observations, Analysis, and Conclusions of Grade 3/4 Provincial Assessment

Literacy:

- Divisional results in Fall 2025 showed 33.8% of students meeting all three sub-competencies, compared to the provincial average of 45.3%.
- The Fall 2025 data confirms an achievement gap between Indigenous students (17.4% meeting expectations) and Non-Indigenous students (36.5% meeting expectations).
- In Fall 2025, male students achieved 34.7% proficiency compared to female students at 32.3% in meeting all three sub-competencies.
- For Non-EAL students, 33.8% met expectations in Fall 2025, while Pupils receiving EAL services achieved 33.3% meeting expectations.
- The assessment results underscore the need to close significant achievement gaps, particularly for Indigenous students and those receiving EAL services, which are core priorities of the Park West School Division Strategic Plan.
- The division is enacting a major overhaul of its literacy framework and assessment tools, which directly responds to the fluctuating and inconsistent Grade 3 results. By June 2026, the division mandated a switch from the Fountas and Pinnell assessment (last used June 2025) to DIBELS-8 for all teachers, providing a unified and measurable data point aligned with provincial directives. A new K-8 Literacy Framework is also scheduled for a soft rollout in Fall 2025.

Grade 3 – Reading in English, English Program
Percentage of students meeting expectations in all three sub-competencies

Grade 3 Entry - Reading in English - English Program

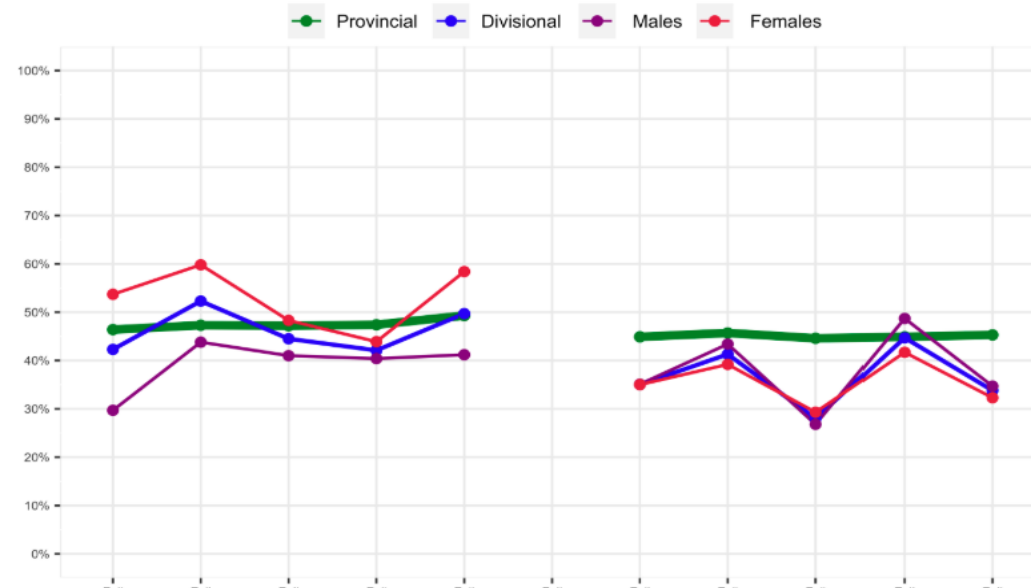
Number of Students Assessed

PARK WEST SCHOOL DIVISION

Year	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Provincial	**11,726**	**11,890**	**12,162**	**11,947**	**11,954**	**-**	**11,464**	**12,119**	**12,203**	**12,664**	**12,258**
Divisional	**156**	**155**	**119**	**171**	**157**	**-**	**157**	**150**	**164**	**161**	**160**
Males	74	73	61	89	80	-	77	76	82	76	98
Females	82	82	58	82	77	-	80	74	82	84	62
Indigenous	32	30	20	29	28	-	51	29	33	16	23
Non-Indigenous	124	125	99	142	129	-	106	121	131	145	137
Non-EAL	149	152	111	161	146	-	144	142	152	140	142
Pupils receiving EAL services	7	3	8	10	11	-	13	8	12	21	18
Non-CFS	153	148	117	165	157	-	156	148	164	160	158
Pupils under the care of CFS	3	7	2	6	0	-	1	2	0	1	2

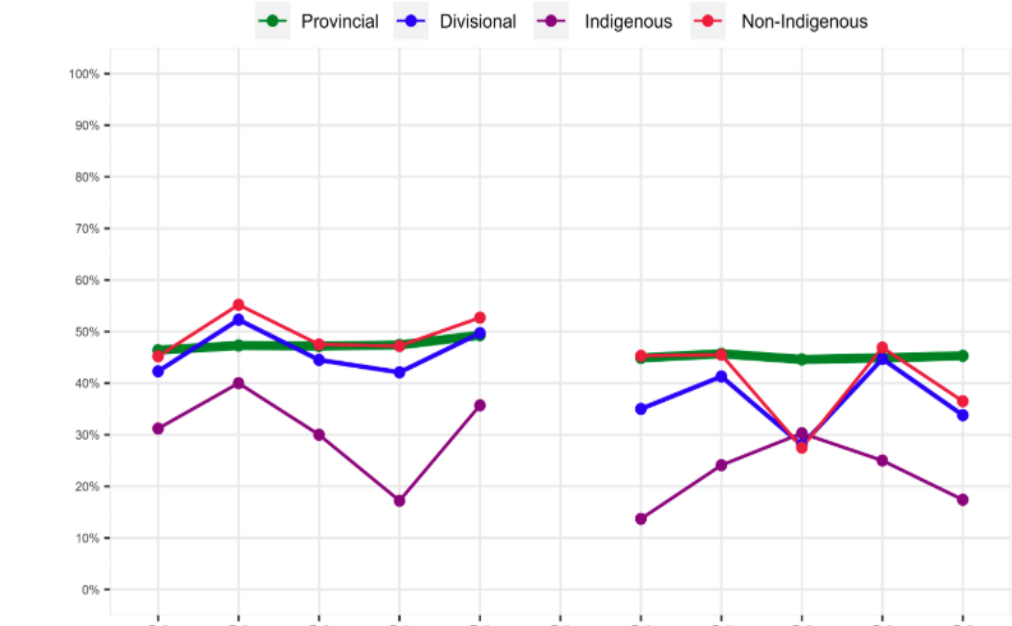
(-) The Fall 2020 assessment was suspended due to the COVID-19 pandemic.

Grade 3 – Reading in English, English Program
Percentage of students meeting expectations in all three sub-competencies by Sex



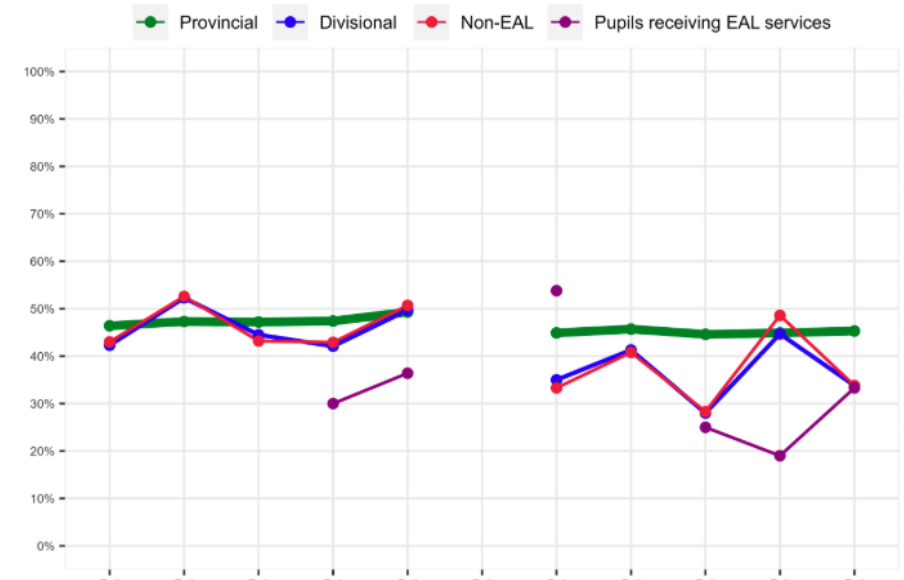
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Provincial	46.4%	47.3%	47.2%	47.4%	49.3%	-	44.9%	45.7%	44.6%	44.9%	45.3%
Divisional	42.3%	52.3%	44.5%	42.1%	49.7%	-	35.0%	41.3%	28.0%	44.7%	33.8%
Males	29.7%	43.8%	41.0%	40.4%	41.2%	-	35.1%	43.4%	26.8%	48.7%	34.7%
Females	53.7%	59.8%	48.3%	43.9%	58.4%	-	35.0%	39.2%	29.3%	41.7%	32.3%

Grade 3 – Reading in English, English Program
Percentage of students meeting expectations in all three sub-competencies by Indigenous/Non-Indigenous



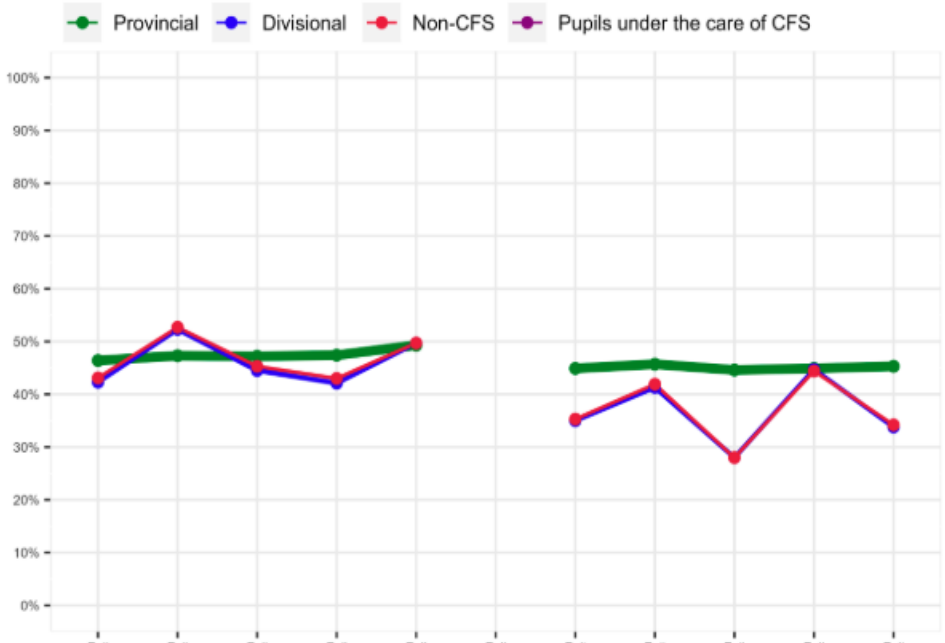
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Provincial	46.4%	47.3%	47.2%	47.4%	49.3%	-	44.9%	45.7%	44.6%	44.9%	45.3%
Divisional	42.3%	52.3%	44.5%	42.1%	49.7%	-	35.0%	41.3%	28.0%	44.7%	33.8%
Indigenous	31.2%	40.0%	30.0%	17.2%	35.7%	-	13.7%	24.1%	30.3%	25.0%	17.4%
Non-Indigenous	45.2%	55.2%	47.5%	47.2%	52.7%	-	45.3%	45.5%	27.5%	46.9%	36.5%

Grade 3 – Reading in English, English Program
Percentage of students meeting expectations in all three sub-competencies by EAL/Non-EAL



	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Provincial	46.4%	47.3%	47.2%	47.4%	49.3%	-	44.9%	45.7%	44.6%	44.9%	45.3%
Divisional	42.3%	52.3%	44.5%	42.1%	49.7%	-	35.0%	41.3%	28.0%	44.7%	33.8%
Non-EAL	43.0%	52.6%	43.2%	42.9%	50.7%	-	33.3%	40.8%	28.3%	48.6%	33.8%
Pupils receiving EAL services	*	*	*	30.0%	36.4%	-	53.8%	*	25.0%	19.0%	33.3%

Grade 3 – Reading in English, English Program
Percentage of students meeting expectations in all three sub-competencies by CFS/Non-CFS



	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Provincial	46.4%	47.3%	47.2%	47.4%	49.3%	-	44.9%	45.7%	44.6%	44.9%	45.3%
Divisional	42.3%	52.3%	44.5%	42.1%	49.7%	-	35.0%	41.3%	28.0%	44.7%	33.8%
Non-CFS	43.1%	52.7%	45.3%	43.0%	49.7%	-	35.3%	41.9%	28.0%	44.4%	34.2%
Pupils under the care of CFS	*	*	*	*	n/a	-	*	*	n/a	*	*

Observations, Analysis, and Conclusions of Grade 3/4 Provincial Assessment

Numeracy:

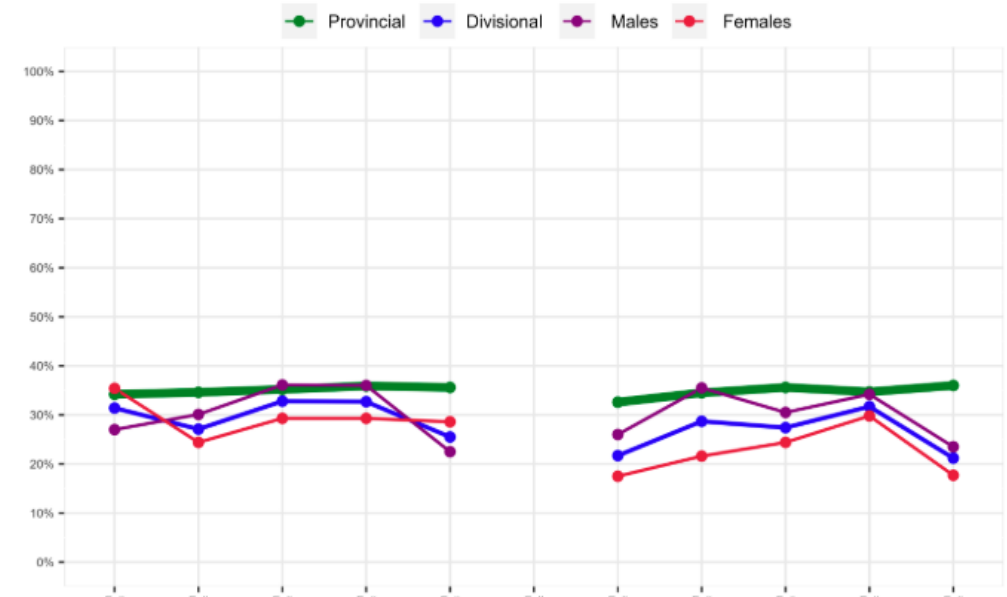
- In Fall 2025, the division achieved 21.2% proficiency in Grade 3 Numeracy, remaining below the provincial rate of 36.0%.
- In Fall 2025, 13.0% of Indigenous students met expectations, compared to 22.6% of Non-Indigenous students, representing an achievement gap of 9.6 percentage points.
- In Fall 2025, Male students achieved 23.5% proficiency while Female students achieved 17.7% in meeting all four sub-competencies.
- Pupils receiving EAL services achieved 11.1% proficiency in Fall 2025 compared to Non-EAL students at 22.5%.
- EAL student performance in numeracy remains highly volatile and requires further investigation, exhibiting a drop in the latest data.
- The persistence of the divisional gap below the provincial average and the continued equity gaps, particularly for Indigenous and EAL students, necessitate the sustained focus on numeracy outlined in the Park West School Division Strategic Plan.
- The division is also committed to reviewing and revising the divisional numeracy assessment protocol to ensure a more comprehensive and equitable assessment strategy across all grade levels.

Grade 3 – Numeracy
Percentage of students meeting expectations in all four sub-competencies

Year	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Provincial	**11,727**	**11,890**	**12,161**	**11,947**	**11,954**	**-**	**11,464**	**12,119**	**12,203**	**12,661**	**12,285**
Divisional	**156**	**155**	**119**	**171**	**157**	**-**	**157**	**150**	**164**	**161**	**160**
Males	74	73	61	89	80	-	77	76	82	76	98
Females	82	82	58	82	77	-	80	74	82	84	62
Indigenous	32	30	20	29	28	-	51	29	33	16	23
Non-Indigenous	124	125	99	142	129	-	106	121	131	145	137
Non-EAL	149	152	111	161	146	-	144	142	152	140	142
Pupils receiving EAL services	7	3	8	10	11	-	13	8	12	21	18
Non-CFS	153	148	117	165	157	-	156	148	164	160	158
Pupils under the care of CFS	3	7	2	6	0	-	1	2	0	1	2

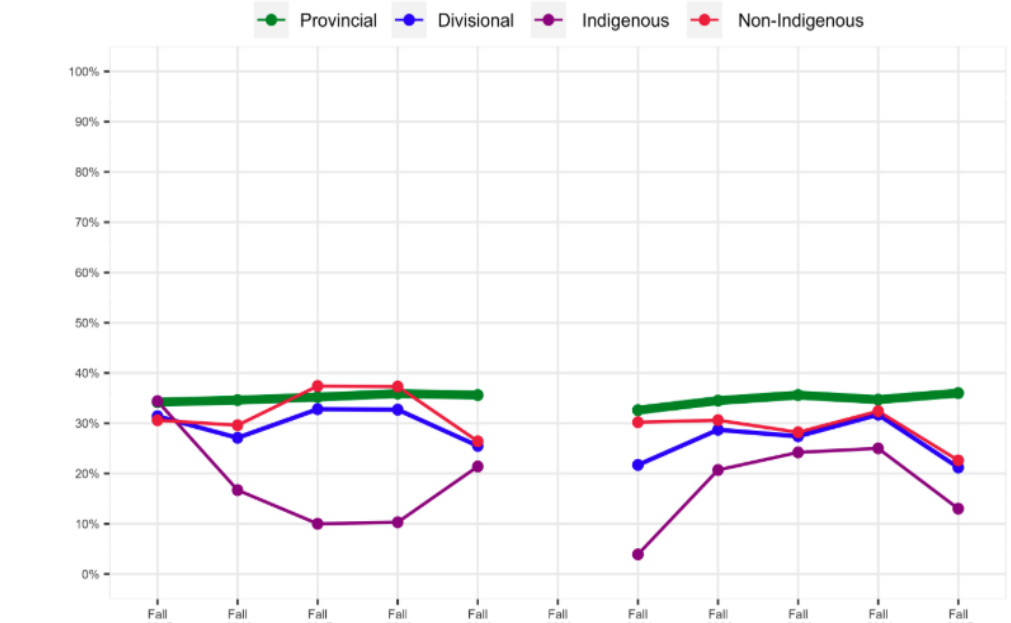
(-) The Fall 2020 assessment was suspended due to the COVID-19 pandemic.

Grade 3 – Numeracy
Percentage of students meeting expectations in all four sub-competencies by Sex



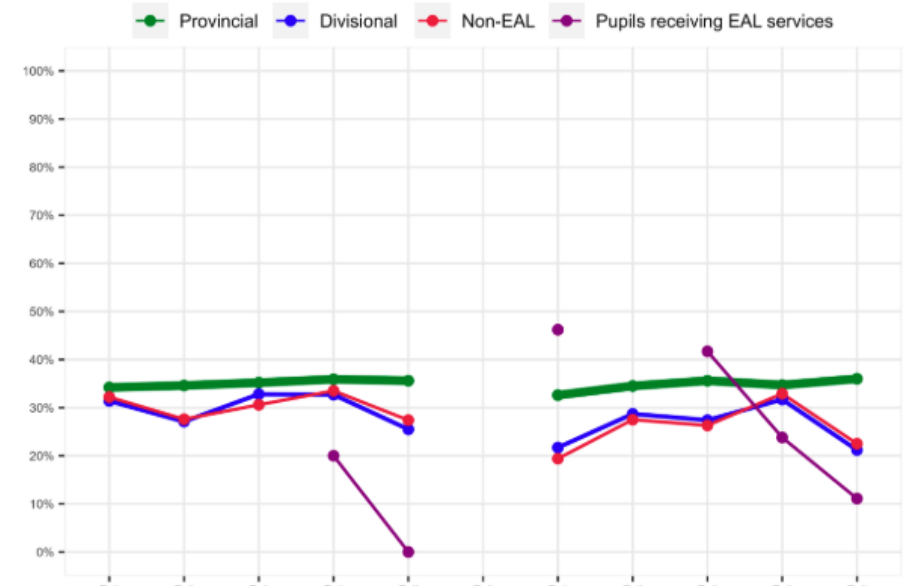
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Provincial	34.2%	34.6%	35.2%	35.9%	35.6%	-	32.6%	34.5%	35.6%	34.7%	36.0%
Divisional	31.4%	27.1%	32.8%	32.7%	25.5%	-	21.7%	28.7%	27.4%	31.7%	21.2%
Males	27.0%	30.1%	36.1%	36.0%	22.5%	-	26.0%	35.5%	30.5%	34.2%	23.5%
Females	35.4%	24.4%	29.3%	29.3%	28.6%	-	17.5%	21.6%	24.4%	29.8%	17.7%

Grade 3 – Numeracy
Percentage of students meeting expectations in all four sub-competencies by Indigenous/Non-Indigenous



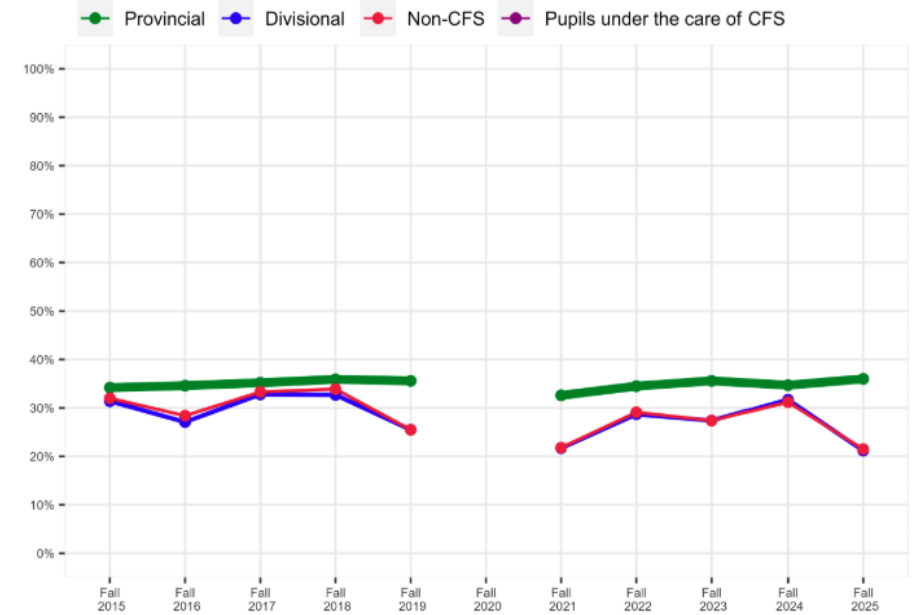
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Provincial	34.2%	34.6%	35.2%	35.9%	35.6%	-	32.6%	34.5%	35.6%	34.7%	36.0%
Divisional	31.4%	27.1%	32.8%	32.7%	25.5%	-	21.7%	28.7%	27.4%	31.7%	21.2%
Indigenous	34.4%	16.7%	10.0%	10.3%	21.4%	-	3.9%	20.7%	24.2%	25.0%	13.0%
Non-Indigenous	30.6%	29.6%	37.4%	37.3%	26.4%	-	30.2%	30.6%	28.2%	32.4%	22.6%

Grade 3 – Numeracy
Percentage of students meeting expectations in all four sub-competencies by EAL/Non-EAL



	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Provincial	34.2%	34.6%	35.2%	35.9%	35.6%	-	32.6%	34.5%	35.6%	34.7%	36.0%
Divisional	31.4%	27.1%	32.8%	32.7%	25.5%	-	21.7%	28.7%	27.4%	31.7%	21.2%
Non-EAL	32.2%	27.6%	30.6%	33.5%	27.4%	-	19.4%	27.5%	26.3%	32.9%	22.5%
Pupils receiving EAL services	*	*	*	20.0%	0.0%	-	46.2%	*	41.7%	23.8%	11.1%

Grade 3 – Numeracy
Percentage of students meeting expectations in all four sub-competencies by CFS/Non-CFS



	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Provincial	34.2%	34.6%	35.2%	35.9%	35.6%	-	32.6%	34.5%	35.6%	34.7%	36.0%
Divisional	31.4%	27.1%	32.8%	32.7%	25.5%	-	21.7%	28.7%	27.4%	31.7%	21.2%
Non-CFS	32.0%	28.4%	33.3%	33.9%	25.5%	-	21.8%	29.1%	27.4%	31.2%	21.5%
Pupils under the care of CFS	*	*	*	*	n/a	-	*	*	n/a	*	*

Middle Years Provincial Assessment

The purpose of the Middle Years Assessment is to gather summative information about the levels of achievement in key areas that Middle Years students have attained by the end of January. This Middle Years Assessment complements the Grades 3 and 4 Assessment and the Grade 12 provincial tests in providing a provincial picture of student achievement.

The Middle Years Assessment is not based on a single test, but on evidence of a student's achievement from ongoing assessment done as part of the normal teaching and learning process.

Teachers evaluate student proficiency over time by triangulating rich observations, one-on-one conferences, and daily student work across multiple contexts and representations. In Grade 7 Numeracy and Grade 8 Literacy, this ongoing approach allows educators to assess multidimensional competencies—such as mental math problem-solving, reading interpretation, and expository writing—in familiar, supportive learning environments.

Grade 7 Numeracy Results

The Grade 7 Provincial Number Sense and Skills Assessment focuses on five specific competencies:

- Students order fractions.
- Student orders decimals.
- Students represent numbers in a variety of ways.
- Students use number patterns to solve problems.
- Students use mental math strategies to solve math problems.

Grade 8 Literacy Results

The Grade 8 Provincial Reading Comprehension and Expository Writing Assessment focuses on six specific competencies:

- Students understand key ideas and messages in a variety of texts.
- Students interpret a variety of texts.
- Students respond critically to a variety of texts.
- Students write expository texts for a variety of purposes and audiences.
- Students choose word choices and sentence patterns.
- Students use spelling, grammar, and resources to edit for a clear meaning.

Observations, Analysis, and Conclusions of Middle Years Provincial Assessment

Grade 7 Numeracy:

The Grade 7 Provincial Number Sense and Skills Assessment provides a vital mid-year benchmark of students' conceptual understanding and procedural fluency as they transition toward high school mathematics. Teachers draw on ongoing evidence collected during regular instruction to assess key competencies, including operations with fractions and decimals, pattern identification, and mental math problem-solving. These diagnostic findings offer critical insights into foundational gaps, guiding targeted interventions.

Some key findings in our divisional results are as follows:

- In the January 2026 assessment, the Divisional proficiency rate rose to 36.2%, nearing the Provincial rate of 37.8%.
- The divisional proficiency rate rebounded by 4.2 percentage points year-over-year (from 32.0% in January 2025 to 36.2% in January 2026).
- In January 2026, 177 Grade 7 students were assessed divisionally compared to 13,748 provincially.
- In January 2026, Indigenous students achieved a proficiency rate of 13.6%, while Non-Indigenous students achieved 47.5%.
- In January 2026, Male students achieved a 36.5% proficiency rate and Female students achieved 35.9%.
- In January 2026, Non-EAL student proficiency rose to 34.1%.
- Conclusions and Connection to Strategic Planning (Numeracy and Equity)
- The sharp decline in Grade 7 Numeracy results in 2025, coupled with persistent and intensifying equity gaps for Indigenous students, signals an urgent need for the strategic numeracy interventions currently being implemented by the Park West School Division.

Grade 7 – Numeracy

Percentage of students meeting expectations in all five sub-competencies

Grade 7 Number Sense and Number Skills - English Program

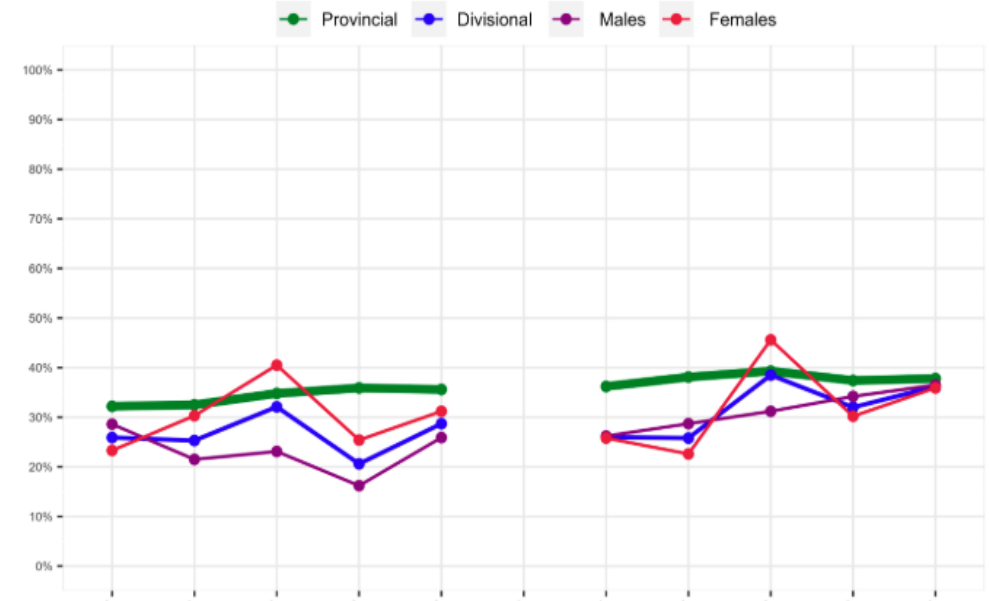
Number of Students Assessed

PARK WEST SCHOOL DIVISION

Year	Jan 2016	Jan 2017	Jan 2018	Jan 2019	Jan 2020	Jan 2021	Jan 2022	Jan 2023	Jan 2024	Jan 2025	Jan 2026
Provincial	**12,061**	**11,943**	**11,983**	**12,272**	**12,691**	**-**	**12,218**	**12,580**	**13,145**	**13,754**	**13,748**
Divisional	**143**	**146**	**162**	**131**	**174**	**-**	**127**	**178**	**156**	**172**	**177**
Males	70	79	78	68	81	-	65	94	77	76	85
Females	73	66	84	63	93	-	62	84	79	96	92
Indigenous	44	50	48	44	39	-	30	30	29	37	59
Non-Indigenous	99	96	114	87	135	-	97	148	127	135	118
Non-EAL	142	140	155	128	168	-	122	171	152	165	170
Pupils receiving EAL services	1	6	7	3	6	-	5	7	4	7	7
Non-CFS	142	144	158	129	171	-	123	173	155	171	176
Pupils under the care of CFS	1	2	4	2	3	-	4	5	1	1	1

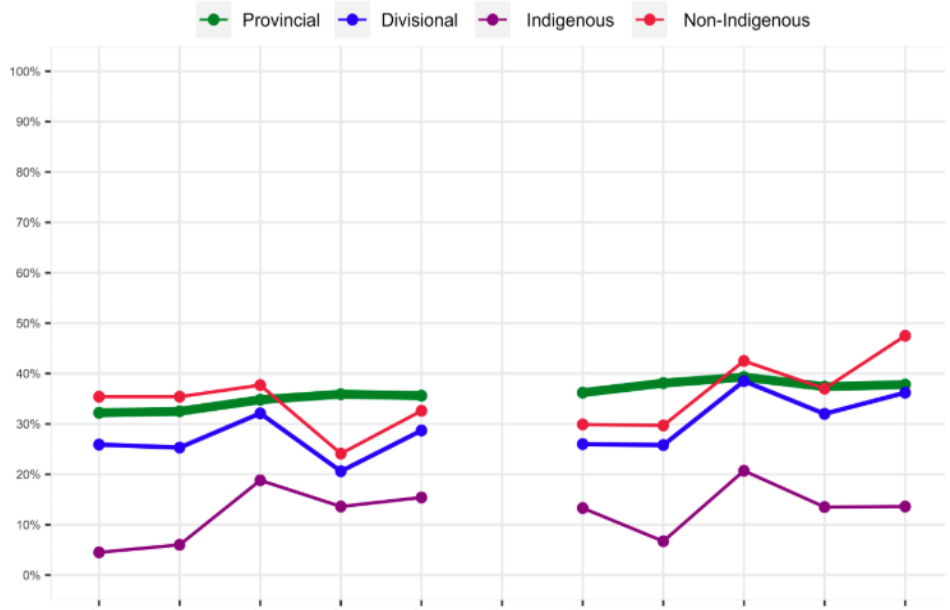
(-) The January 2021 assessment was suspended due to the COVID-19 pandemic.

Grade 7 – Numeracy
Percentage of students meeting expectations in all five sub-competencies by Sex



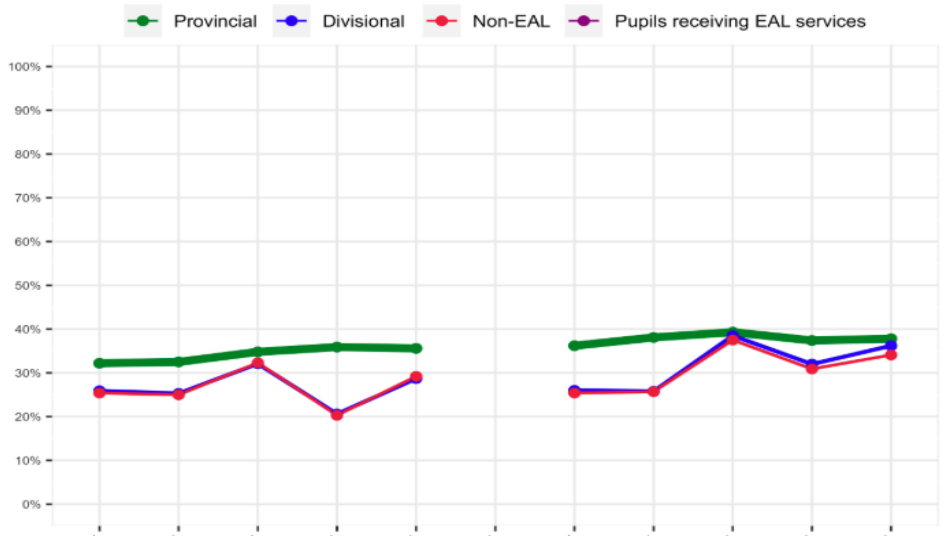
	Jan 2016	Jan 2017	Jan 2018	Jan 2019	Jan 2020	Jan 2021	Jan 2022	Jan 2023	Jan 2024	Jan 2025	Jan 2026
Provincial	32.2%	32.5%	34.8%	35.9%	35.6%	-	36.2%	38.1%	39.3%	37.4%	37.8%
Divisional	25.9%	25.3%	32.1%	20.6%	28.7%	-	26.0%	25.8%	38.5%	32.0%	36.2%
Males	28.6%	21.5%	23.1%	16.2%	25.9%	-	26.2%	28.7%	31.2%	34.2%	36.5%
Females	23.3%	30.3%	40.5%	25.4%	31.2%	-	25.8%	22.6%	45.6%	30.2%	35.9%

Grade 7 – Numeracy
Percentage of students meeting expectations in all five sub-competencies by Indigenous/Non-Indigenous



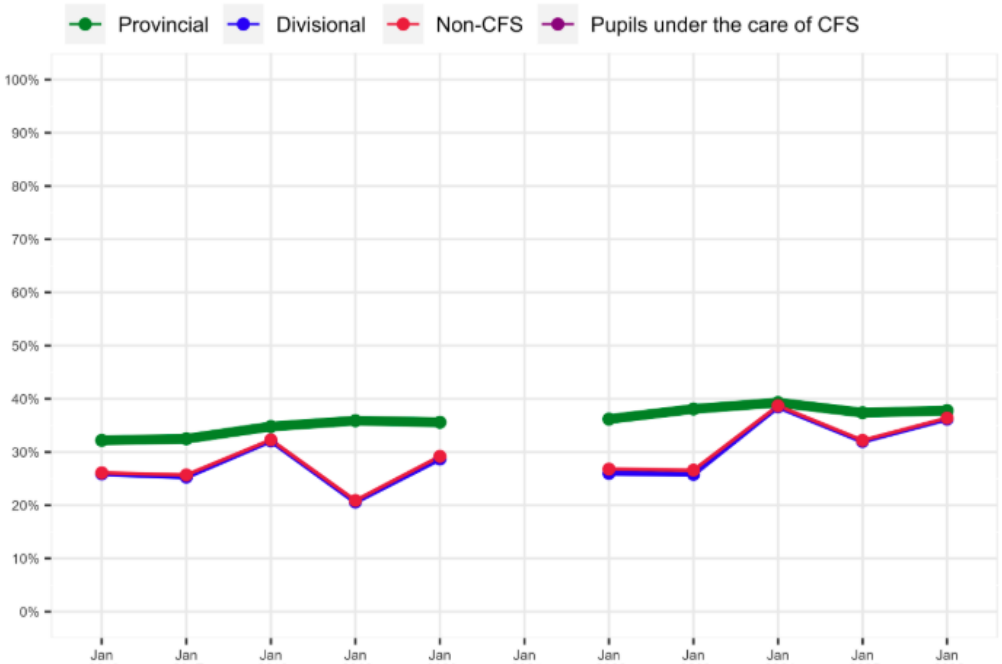
	Jan 2016	Jan 2017	Jan 2018	Jan 2019	Jan 2020	Jan 2021	Jan 2022	Jan 2023	Jan 2024	Jan 2025	Jan 2026
Provincial	32.2%	32.5%	34.8%	35.9%	35.6%	-	36.2%	38.1%	39.3%	37.4%	37.8%
Divisional	25.9%	25.3%	32.1%	20.6%	28.7%	-	26.0%	25.8%	38.5%	32.0%	36.2%
Indigenous	4.5%	6.0%	18.8%	13.6%	15.4%	-	13.3%	6.7%	20.7%	13.5%	13.6%
Non-Indigenous	35.4%	35.4%	37.7%	24.1%	32.6%	-	29.9%	29.7%	42.5%	37.0%	47.5%

Grade 7 – Numeracy
Percentage of students meeting expectations in all five sub-competencies by EAL/Non-EAL



	Jan 2016	Jan 2017	Jan 2018	Jan 2019	Jan 2020	Jan 2021	Jan 2022	Jan 2023	Jan 2024	Jan 2025	Jan 2026
Provincial	32.2%	32.5%	34.8%	35.9%	35.6%	-	36.2%	38.1%	39.3%	37.4%	37.8%
Divisional	25.9%	25.3%	32.1%	20.6%	28.7%	-	26.0%	25.8%	38.5%	32.0%	36.2%
Non-EAL	25.4%	25.0%	32.3%	20.3%	29.2%	-	25.4%	25.7%	37.5%	30.9%	34.1%
Pupils receiving EAL services	*	*	*	*	*	-	*	*	*	*	*

Grade 7 – Numeracy
Percentage of students meeting expectations in all five sub-competencies by CFS/Non-CFS



	Jan 2016	Jan 2017	Jan 2018	Jan 2019	Jan 2020	Jan 2021	Jan 2022	Jan 2023	Jan 2024	Jan 2025	Jan 2026
Provincial	32.2%	32.5%	34.8%	35.9%	35.6%	-	36.2%	38.1%	39.3%	37.4%	37.8%
Divisional	25.9%	25.3%	32.1%	20.6%	28.7%	-	26.0%	25.8%	38.5%	32.0%	36.2%
Non-CFS	26.1%	25.7%	32.3%	20.9%	29.2%	-	26.8%	26.6%	38.7%	32.2%	36.4%
Pupils under the care of CFS	*	*	*	*	*	-	*	*	*	*	*

Observations, Analysis, and Conclusions of Middle Years Provincial Assessment

Grade 8 Reading:

The Grade 8 Provincial Reading Assessment evaluates students' cumulative capacity to engage with, comprehend, and think critically about diverse literary and informational texts prior to entering high school. Grounded in authentic classroom learning, this mid-year assessment reflects ongoing observations, student-teacher discussions, and regular coursework rather than an isolated, single-day test. Measuring three foundational competencies—understanding key ideas, interpreting nuanced meaning, and responding critically—the assessment establishes a vital diagnostic benchmark. These results provide critical insight into reading fluency and analytical comprehension, helping educators target literacy interventions that directly prepare students for the rigorous reading demands of Grade 9 English Language Arts and beyond.

Some key findings in our divisional results are as follows:

- In the January 2026 assessment, the Divisional rate for Grade 8 Reading reached 43.7%, compared to the Provincial rate of 51.9%.
- In January 2026, a total of 174 divisional Grade 8 students were assessed in reading comprehension.
- In January 2026, Indigenous students achieved 30.0% proficiency compared to 47.8% for Non-Indigenous students.
- In January 2026, female students achieved 46.9% proficiency and male students achieved 39.7% proficiency.
- For Non-EAL students, proficiency reached 43.2% in January 2026.

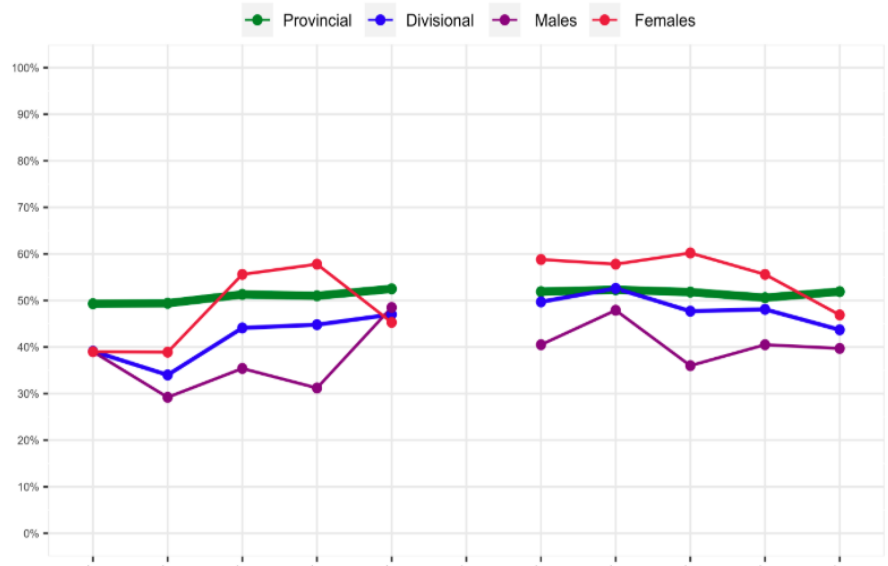
Grade 8 Reading
Percentage of students meeting expectations in all three sub-competencies

Grade 8 Reading Comprehension - English Program
Number of Students Assessed
PARK WEST SCHOOL DIVISION

Year	Jan 2016	Jan 2017	Jan 2018	Jan 2019	Jan 2020	Jan 2021	Jan 2022	Jan 2023	Jan 2024	Jan 2025	Jan 2026
Provincial	**12,160**	**12,309**	**12,116**	**12,074**	**12,458**	**-**	**12,175**	**12,948**	**13,015**	**13,533**	**13,860**
Divisional	**138**	**144**	**143**	**163**	**132**	**-**	**159**	**135**	**172**	**160**	**174**
Males	77	72	79	80	68	-	79	71	89	79	78
Females	59	72	63	83	64	-	80	64	83	81	96
Indigenous	44	40	48	48	45	-	29	31	29	34	40
Non-Indigenous	94	104	95	115	87	-	130	104	143	126	134
Non-EAL	135	142	137	158	128	-	154	130	168	154	169
Pupils receiving EAL services	3	2	6	5	4	-	5	5	4	6	5
Non-CFS	136	144	141	159	131	-	153	130	168	159	173
Pupils under the care of CFS	2	0	2	4	1	-	6	5	4	1	1

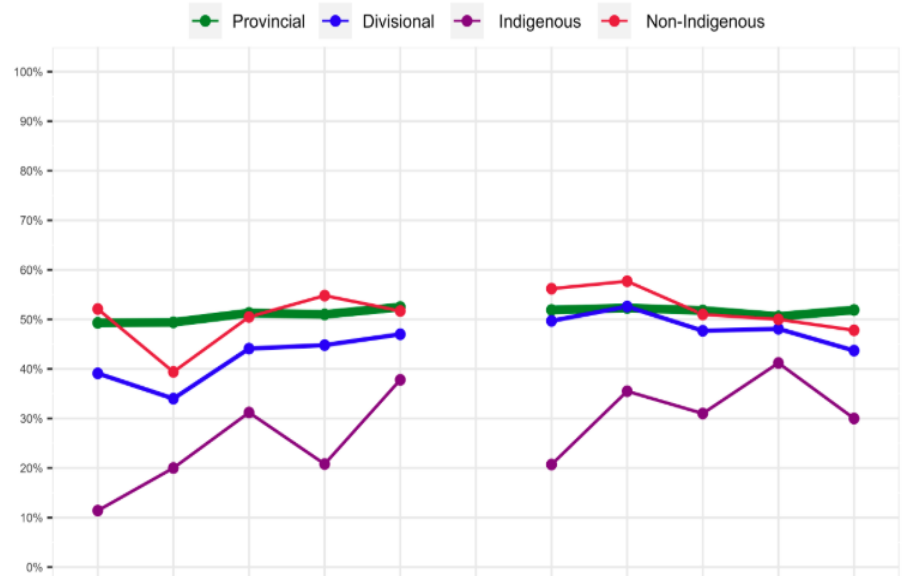
(-) The January 2021 assessment was suspended due to the COVID-19 pandemic.

Grade 8 Reading
Percentage of students meeting expectations in all three sub-competencies by Sex



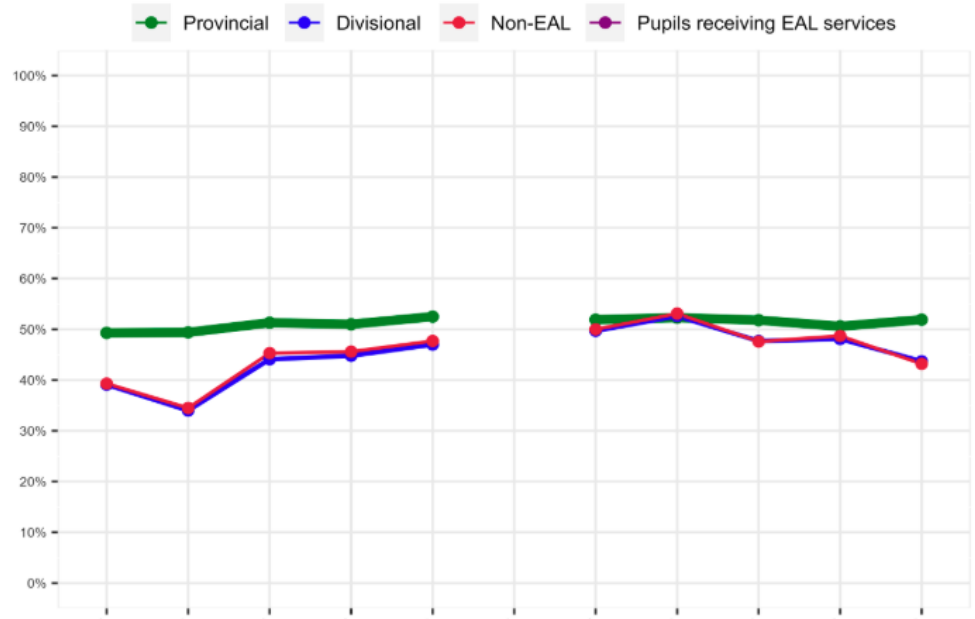
	Jan 2016	Jan 2017	Jan 2018	Jan 2019	Jan 2020	Jan 2021	Jan 2022	Jan 2023	Jan 2024	Jan 2025	Jan 2026
Provincial	49.3%	49.4%	51.3%	51.0%	52.5%	-	51.9%	52.3%	51.8%	50.6%	51.9%
Divisional	39.1%	34.0%	44.1%	44.8%	47.0%	-	49.7%	52.6%	47.7%	48.1%	43.7%
Males	39.0%	29.2%	35.4%	31.2%	48.5%	-	40.5%	47.9%	36.0%	40.5%	39.7%
Females	39.0%	38.9%	55.6%	57.8%	45.3%	-	58.8%	57.8%	60.2%	55.6%	46.9%

Grade 8 Reading
Percentage of students meeting expectations in all three sub-competencies by Indigenous/Non-Indigenous



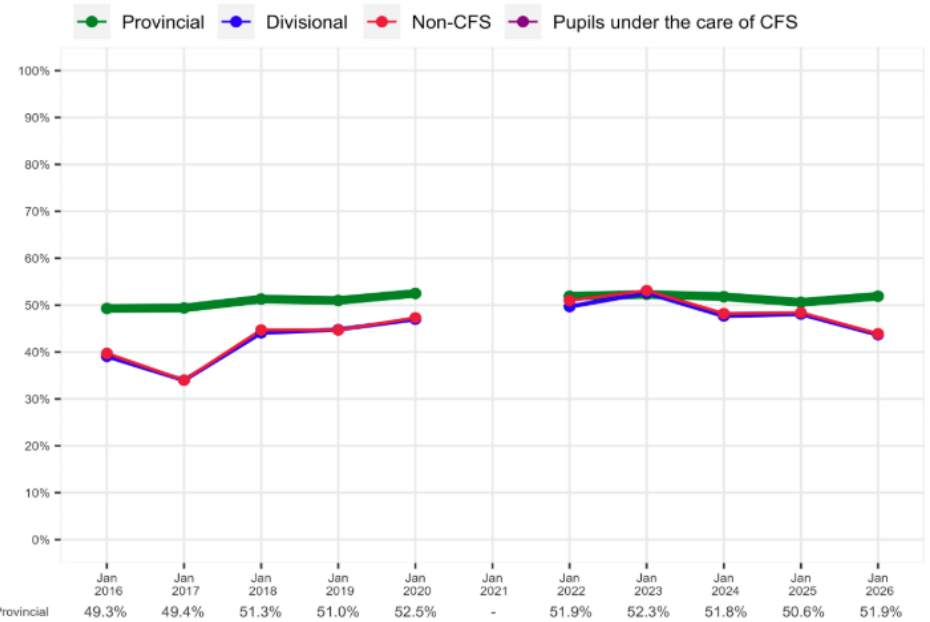
	Jan 2016	Jan 2017	Jan 2018	Jan 2019	Jan 2020	Jan 2021	Jan 2022	Jan 2023	Jan 2024	Jan 2025	Jan 2026
Provincial	49.3%	49.4%	51.3%	51.0%	52.5%	-	51.9%	52.3%	51.8%	50.6%	51.9%
Divisional	39.1%	34.0%	44.1%	44.8%	47.0%	-	49.7%	52.6%	47.7%	48.1%	43.7%
Indigenous	11.4%	20.0%	31.2%	20.8%	37.8%	-	20.7%	35.5%	31.0%	41.2%	30.0%
Non-Indigenous	52.1%	39.4%	50.5%	54.8%	51.7%	-	56.2%	57.7%	51.0%	50.0%	47.8%

Grade 8 Reading
Percentage of students meeting expectations in all three sub-competencies by EAL/Non-EAL



	Jan 2016	Jan 2017	Jan 2018	Jan 2019	Jan 2020	Jan 2021	Jan 2022	Jan 2023	Jan 2024	Jan 2025	Jan 2026
Provincial	49.3%	49.4%	51.3%	51.0%	52.5%	-	51.9%	52.3%	51.8%	50.6%	51.9%
Divisional	39.1%	34.0%	44.1%	44.8%	47.0%	-	49.7%	52.6%	47.7%	48.1%	43.7%
Non-EAL	39.3%	34.5%	45.3%	45.6%	47.7%	-	50.0%	53.1%	47.6%	48.7%	43.2%
Pupils receiving EAL services	*	*	*	*	*	-	*	*	*	*	*

Grade 8 Reading
Percentage of students meeting expectations in all three sub-competencies by CFS/Non-CFS



	Jan 2016	Jan 2017	Jan 2018	Jan 2019	Jan 2020	Jan 2021	Jan 2022	Jan 2023	Jan 2024	Jan 2025	Jan 2026
Provincial	49.3%	49.4%	51.3%	51.0%	52.5%	-	51.9%	52.3%	51.8%	50.6%	51.9%
Divisional	39.1%	34.0%	44.1%	44.8%	47.0%	-	49.7%	52.6%	47.7%	48.1%	43.7%
Non-CFS	39.7%	34.0%	44.7%	44.7%	47.3%	-	51.0%	53.1%	48.2%	48.4%	43.9%
Pupils under the care of CFS	*	n/a	*	*	*	-	*	*	*	*	*

Observations, Analysis, and Conclusions of Middle Years Provincial Assessment

Grade 8 Writing:

The Grade 8 Provincial Expository Writing Assessment evaluates students' ability to communicate ideas clearly, logically, and effectively across a variety of academic and real-world forms before making the transition to high school.

Rather than depending on a single timed writing prompt, this mid-year assessment reflects a cumulative portfolio of work developed through the regular instructional writing process, including drafting, conferring, and revising.

By assessing proficiency across three core areas, writing for specific purposes and audiences, crafting purposeful word choices and sentence structures, and applying standard conventions through deliberate editing, the assessment provides essential diagnostic information. These insights allow teachers to identify foundational gaps and strengthen instructional strategies, ensuring students develop the expressive fluency and structured writing skills essential for earning credits in Grade 9 English Language Arts and achieving long-term secondary success.

Some key findings in our divisional results are as follows:

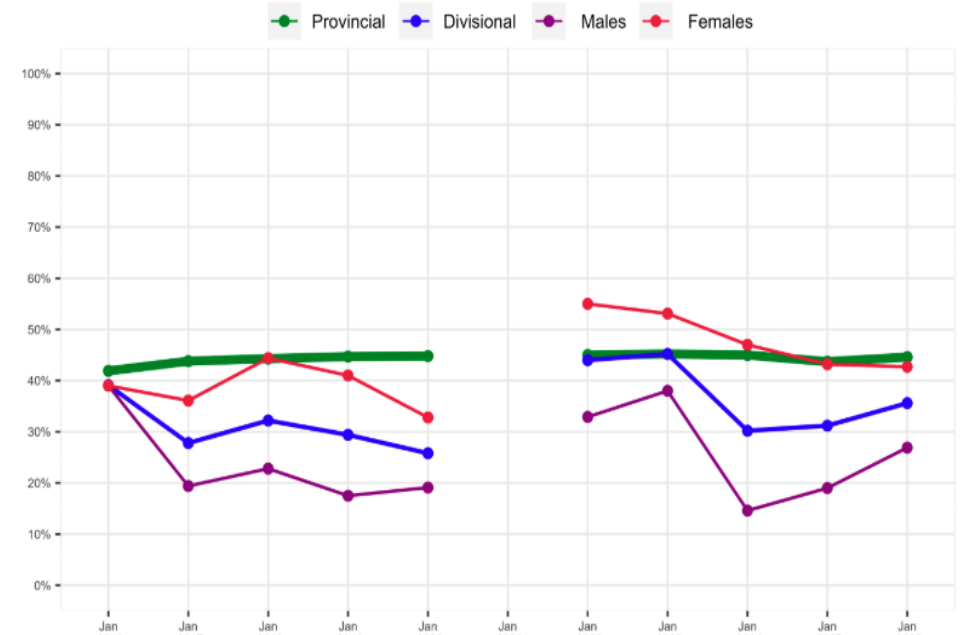
- In January 2026, the Divisional proficiency rate for Grade 8 Expository Writing rose to 35.6%, while the Provincial rate was 44.6%.
- In January 2026, Indigenous students achieved 20.0% proficiency compared to 40.3% for Non-Indigenous students.
- In January 2026, Female students achieved 42.7% proficiency while Male students achieved 26.9% proficiency, showing an improvement for male students over previous years.

Grade 8 Reading
Percentage of students meeting expectations in all three sub-competencies

Year	Jan 2016	Jan 2017	Jan 2018	Jan 2019	Jan 2020	Jan 2021	Jan 2022	Jan 2023	Jan 2024	Jan 2025	Jan 2026
Provincial	**12,160**	**12,309**	**12,116**	**12,074**	**12,458**	**-**	**12,175**	**12,948**	**13,015**	**13,533**	**13,860**
Divisional	**138**	**144**	**143**	**163**	**132**	**-**	**159**	**135**	**172**	**160**	**174**
Males	77	72	79	80	68	-	79	71	89	79	78
Females	59	72	63	83	64	-	80	64	83	81	96
Indigenous	44	40	48	48	45	-	29	31	29	34	40
Non-Indigenous	94	104	95	115	87	-	130	104	143	126	134
Non-EAL	135	142	137	158	128	-	154	130	168	154	169
Pupils receiving EAL services	3	2	6	5	4	-	5	5	4	6	5
Non-CFS	136	144	141	159	131	-	153	130	168	159	173
Pupils under the care of CFS	2	0	2	4	1	-	6	5	4	1	1

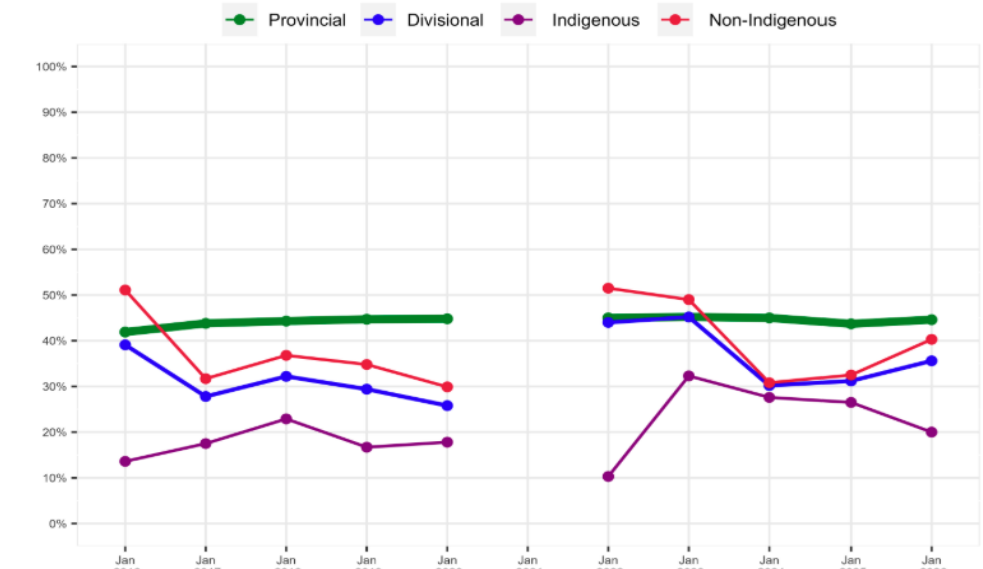
(-) The January 2021 assessment was suspended due to the COVID-19 pandemic.

Grade 8 Expository Writing
Percentage of students meeting expectations in all three sub-competencies by Sex



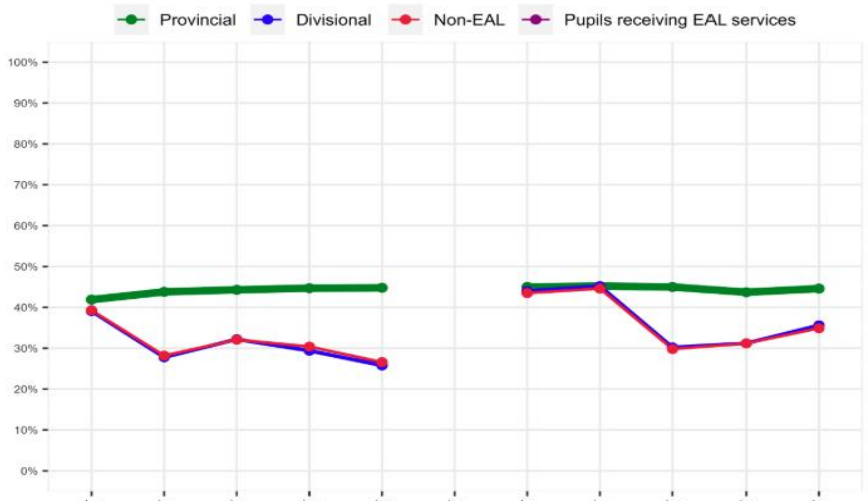
	Jan 2016	Jan 2017	Jan 2018	Jan 2019	Jan 2020	Jan 2021	Jan 2022	Jan 2023	Jan 2024	Jan 2025	Jan 2026
Provincial	41.9%	43.8%	44.3%	44.7%	44.8%	-	45.0%	45.2%	45.0%	43.7%	44.6%
Divisional	39.1%	27.8%	32.2%	29.4%	25.8%	-	44.0%	45.2%	30.2%	31.2%	35.6%
Males	39.0%	19.4%	22.8%	17.5%	19.1%	-	32.9%	38.0%	14.6%	19.0%	26.9%
Females	39.0%	36.1%	44.4%	41.0%	32.8%	-	55.0%	53.1%	47.0%	43.2%	42.7%

Grade 8 Expository Writing
Percentage of students meeting expectations in all three sub-competencies by Indigenous/Non-Indigenous



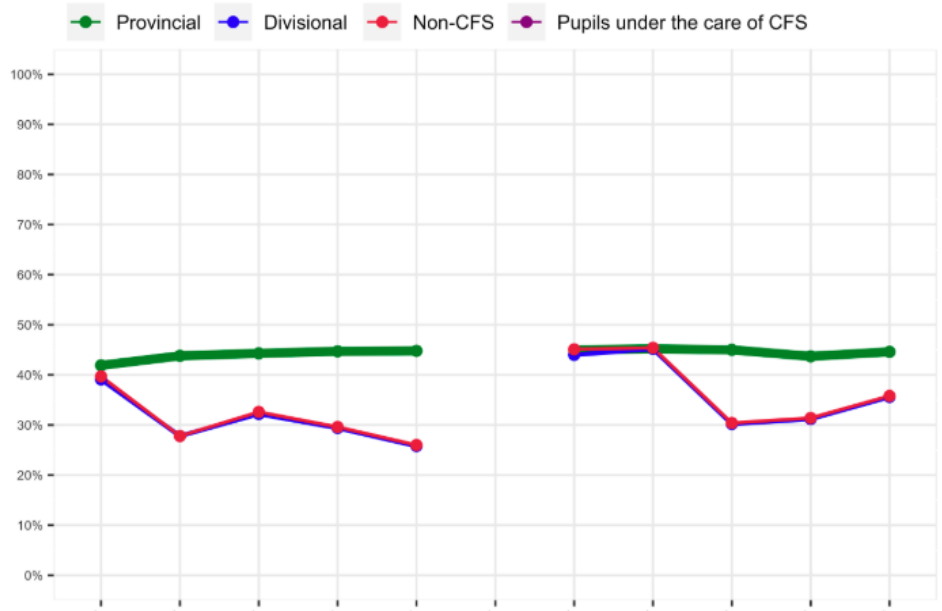
	Jan 2016	Jan 2017	Jan 2018	Jan 2019	Jan 2020	Jan 2021	Jan 2022	Jan 2023	Jan 2024	Jan 2025	Jan 2026
Provincial	41.9%	43.8%	44.3%	44.7%	44.8%	-	45.0%	45.2%	45.0%	43.7%	44.6%
Divisional	39.1%	27.8%	32.2%	29.4%	25.8%	-	44.0%	45.2%	30.2%	31.2%	35.6%
Indigenous	13.6%	17.5%	22.9%	16.7%	17.8%	-	10.3%	32.3%	27.6%	26.5%	20.0%
Non-Indigenous	51.1%	31.7%	36.8%	34.8%	29.9%	-	51.5%	49.0%	30.8%	32.5%	40.3%

Grade 8 Expository Writing
Percentage of students meeting expectations in all three sub-competencies by EAL/Non-EAL



	Jan 2016	Jan 2017	Jan 2018	Jan 2019	Jan 2020	Jan 2021	Jan 2022	Jan 2023	Jan 2024	Jan 2025	Jan 2026
Provincial	41.9%	43.8%	44.3%	44.7%	44.8%	-	45.0%	45.2%	45.0%	43.7%	44.6%
Divisional	39.1%	27.8%	32.2%	29.4%	25.8%	-	44.0%	45.2%	30.2%	31.2%	35.6%
Non-EAL	39.3%	28.2%	32.1%	30.4%	26.6%	-	43.5%	44.6%	29.8%	31.2%	34.9%
Pupils receiving EAL services	*	*	*	*	*	-	*	*	*	*	*

Grade 8 Expository Writing
Percentage of students meeting expectations in all three sub-competencies by CFS/Non-CFS



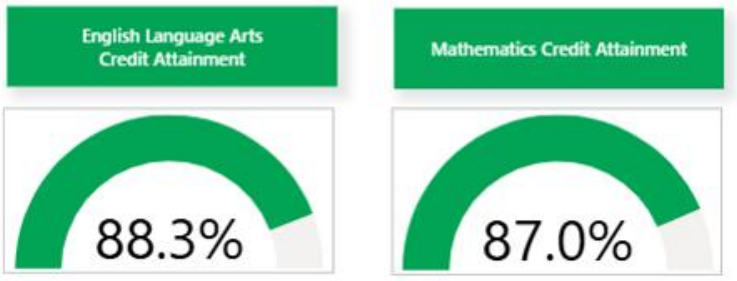
	Jan 2016	Jan 2017	Jan 2018	Jan 2019	Jan 2020	Jan 2021	Jan 2022	Jan 2023	Jan 2024	Jan 2025	Jan 2026
Provincial	41.9%	43.8%	44.3%	44.7%	44.8%	-	45.0%	45.2%	45.0%	43.7%	44.6%
Divisional	39.1%	27.8%	32.2%	29.4%	25.8%	-	44.0%	45.2%	30.2%	31.2%	35.6%
Non-CFS	39.7%	27.8%	32.6%	29.6%	26.0%	-	45.1%	45.4%	30.4%	31.4%	35.8%
Pupils under the care of CFS	*	n/a	*	*	*	-	*	*	*	*	*

Grade 9 Math and ELA Successful Credit Attainment

Grade 9 is a pivotal year in a student's academic journey, as it marks the first time they must earn credits toward their high school diploma. Success during this year plays a crucial role in determining future academic achievement, setting the foundation for completing high school.

Grade 9 marks the first year in Manitoba schools where students must pass core courses to work toward their high school diploma. This transition year can be challenging, often leading to declines in academic achievement and increased absences due to various social factors. Research indicates that success in Grade 9 credit attainment is a key predictor of whether a student will successfully complete high school.

Grade 9 Credit Attainment for All Manitoba Students, 2024-2025



The data presented include a cohort of first-time Grade 9 students in public schools, First Nations schools administered by school divisions and funded independent schools.

Strong literacy and numeracy foundations are closely linked to success in high school, particularly in achieving Grade 9 credits in English Language Arts and Mathematics. Students who enter Grade 9 with well-developed reading, writing, and problem-solving skills are significantly more likely to meet course outcomes and earn credits in these core subjects.

In turn, attainment of Grade 9 ELA and Math credits is a strong predictor of continued academic engagement and achievement through to graduation, including performance on Grade 12 provincial examinations. Students who establish credit success early in high school tend to demonstrate higher proficiency, confidence, and persistence in meeting provincial academic standards.

Observations, Analysis, and Conclusions of Grade 9 Math Credit Attainment

Grade 9 Math:

The following analysis evaluates Grade 9 Mathematics credit attainment rates and demographic trends, identifying critical baseline data that directly forecasts student persistence and secondary completion.

- The Park West School Division Grade 9 Math credit attainment rate for 2024/2025 rose to 76.4%, up from 65.8% in 2023/2024, closing the gap toward the provincial average of 87.0%.
- The credit attainment rate for self-declared Indigenous students rebounded significantly to 64.9% in 2024/2025, up from 44.7% the previous year.
- The achievement of non-Indigenous students increased to 79.4% in 2024/2025 from 75.0% in 2023/2024.
- In 2024/2025, females achieved credit attainment at 78.0%, outperforming males at 75.0%.
- Connection to Foundational Numeracy and Assessment Pipeline
- The sharp decline in Grade 9 Math credit attainment is foreshadowed by poor performance in previous provincial numeracy assessments, indicating foundational weaknesses are carrying forward into high school.
- Low credit attainment in Grade 9 Math is compounded by major divisional challenges related to engagement and attendance, which the strategic plan aims to address. Since success in Grade 9 credit attainment is a critical determinant of high school completion, poor attendance is a key barrier to math success.
- The 2025 plan introduces a new, dedicated numeracy lead/coach specifically hired to build the capacity of high school mathematics teachers through in-class support and coordination of professional development. This action directly responds to chronic poor performance at the senior years level.

School Year	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
Provincial	**87.2%**	**88.3%**	**88.0%**	**87.7%**	**86.9%**	**89.4%**	**86.6%**	**87.2%**	**87.5%**	**86.9%**	**87.0%**
Divisional	**74.3%**	**77.3%**	**77.3%**	**77.4%**	**71.2%**	**80.9%**	**68.9%**	**78.5%**	**74.6%**	**65.8%**	**76.4%**
Females	78.0%	76.8%	75.4%	78.1%	71.6%	86.7%	71.9%	76.8%	76.8%	64.9%	78.0%
Males	70.6%	77.8%	78.8%	76.7%	70.8%	74.7%	66.2%	80.5%	72.4%	66.7%	75.0%
Indigenous	35.8%	42.9%	54.2%	34.9%	29.8%	50.9%	53.8%	52.0%	57.8%	44.7%	64.9%
Non-Indigenous	92.1%	95.7%	92.3%	95.1%	94.9%	94.9%	75.3%	88.2%	80.6%	75.0%	79.4%
Non-EAL	74.5%	76.6%	76.9%	77.1%	70.0%	80.4%	68.0%	77.9%	73.8%	65.4%	76.6%
Pupils receiving EAL services	*	*	*	*	*	*	*	*	*	*	*
Non-CFS	74.7%	78.3%	77.9%	77.9%	72.5%	80.6%	69.3%	78.6%	75.9%	64.7%	76.4%
Pupils under the care of CFS	*	*	*	*	*	*	*	*	*	*	n/a

Note: The provincial figures include public schools, division administered First Nations schools, and funded independent schools.
(*) Data representing fewer than 10 students is suppressed.
(n/a) 'Zero' students in this category

Observations, Analysis, and Conclusions of Grade 9 ELA Credit Attainment

Grade 9 ELA:

The following analysis examines Grade 9 English Language Arts credit attainment patterns across key student sub-groups, highlighting foundational literacy trends essential for high school success.

- The Park West School Division Grade 9 ELA credit attainment rate rebounded strongly to 87.6% in 2024/2025, up from 74.8% in 2023/2024, nearly matching the provincial rate of 88.3%.
- The Grade 9 ELA credit attainment rate for self-declared Indigenous students increased significantly to 75.7% in 2024/2025, up from 59.6% in 2023/2024.
- The achievement rate for non-Indigenous students increased to 90.8% in 2024/2025, up from 81.5% the previous year.
- In 2024/2025, males attained credits at a rate of 89.6%, exceeding females at 85.4%.
- Academic challenges in Grade 9 ELA are often linked to systemic challenges related to student attendance and engagement, which the division is actively working to address through its strategic plan.
- The division is mandating a significant change in K-8 literacy assessment protocols. Additionally, a new K-8 Literacy Framework is also scheduled for a rollout in Fall 2025. These changes aim to standardize instructional practices and provide measurable, unified data points to address foundational deficits before students reach Grade 9.

School Year	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
Provincial	**89.3%**	**90.2%**	**89.7%**	**89.5%**	**88.8%**	**90.0%**	**88.4%**	**88.6%**	**89.0%**	**87.7%**	**88.3%**
Divisional	**91.6%**	**85.8%**	**84.7%**	**89.0%**	**87.2%**	**86.7%**	**79.5%**	**87.1%**	**87.0%**	**74.8%**	**87.6%**
Females	95.1%	85.5%	86.2%	91.8%	89.6%	87.8%	84.4%	88.9%	86.6%	74.3%	85.4%
Males	88.2%	86.1%	83.5%	86.3%	85.4%	85.5%	75.0%	85.1%	87.4%	75.3%	89.6%
Indigenous	75.5%	65.3%	67.8%	67.4%	70.2%	80.0%	59.0%	70.0%	71.1%	59.6%	75.7%
Non-Indigenous	99.1%	96.7%	95.6%	98.1%	97.0%	89.8%	88.2%	93.4%	92.7%	81.5%	90.8%
Non-EAL	91.5%	85.4%	84.4%	89.3%	86.7%	86.3%	78.9%	86.7%	86.6%	74.5%	87.4%
Pupils receiving EAL services	*	*	*	*	*	*	*	*	*	*	*
Non-CFS	91.4%	87.0%	86.2%	89.7%	87.6%	86.5%	78.7%	87.4%	87.7%	74.0%	87.6%
Pupils under the care of CFS	*	*	*	*	*	*	*	*	*	*	n/a

Note: The provincial figures include public schools, division administered First Nations schools, and funded independent schools.
(*) Data representing fewer than 10 students is suppressed.
(n/a) 'Zero' students in this category

Grade 9 Math and ELA Distribution of Marks

Observations, Analysis, and Conclusions of Grade 9 Math Distribution of Marks

The following data details the distribution of final marks in Grade 9 Mathematics, offering diagnostic insight into academic achievement levels, core course mastery, and self-regulation challenges.

- In the 2024/2025 school year, 137 students were evaluated; 51.1% achieved a mark of "At least 80", matching the provincial rate of 51.1%.
- In 2024/2025, 0.7% received "Less than 50", 1.5% scored "Exactly 50", 11.7% scored "50.01 to 59.99", 14.6% scored "60.01 to 69.99", 20.4% scored "70.01 to 79.99", and 51.1% earned "At least 80".
- This represents a significant increase in high achievement compared to 48.1% in 2023/2024 and 60.6% in 2022/2023.
- Female students significantly outperformed males in achieving high marks. 60.0% of females attained marks of "At least 80%", almost double the rate of males (31.1%).
- Secondary students in the division report lower rates of positive self-regulation (49% vs. 58% norm) and lower positive homework behaviours (40% vs. 49% norm) compared to Canadian norms. These factors impede consistent high-level performance in a rigorous subject like Grade 9 Math.
- The division is responding to chronic poor performance at the senior years level by introducing a dedicated numeracy lead/coach specifically tasked with building the capacity of high school mathematics teachers through in-class support and professional development.
- The strategic plan is prioritizing transitional support for at-risk students entering high school, combining academic and cultural guidance.

School Year	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
Number of students (n)	126	111	117	119	118	141	91	148	127	106	137
Less than 50	1.6%	1.8%	1.7%	4.2%	5.9%	0.7%	0.0%	1.4%	0.8%	3.8%	0.7%
Exactly 50	1.6%	1.8%	0.9%	1.7%	5.1%	2.1%	0.0%	0.7%	0.0%	1.9%	1.5%
50.01 to 59.99	10.3%	7.2%	7.7%	12.6%	8.5%	8.5%	12.1%	7.4%	7.1%	14.2%	11.7%
60.01 to 69.99	20.6%	6.3%	11.1%	16.0%	14.4%	13.5%	12.1%	10.8%	11.8%	13.2%	14.6%
70.01 to 79.99	15.1%	18.9%	22.2%	13.4%	22.0%	15.6%	13.2%	20.9%	19.7%	18.9%	20.4%
At least 80	50.8%	64.0%	56.4%	52.1%	44.1%	59.6%	62.6%	58.8%	60.6%	48.1%	51.1%

Note: The provincial figures include public schools, division administered First Nations schools, and funded independent schools.
(*) Data representing fewer than 10 students is suppressed.
(n/a) 'Zero' students in this category

Observations, Analysis, and Conclusions of Grade 9 ELA Distribution of Marks

The following overview outlines final grade distributions in Grade 9 English Language Arts, illustrating achievement spreads and highlighting gender-based performance trends across the division.

- In 2024/2025, out of 156 students assessed in Grade 9 ELA mark distribution, 44.2% achieved "At least 80", 25.0% achieved "70.01 to 79.99", 14.7% achieved "60.01 to 69.99", 12.8% achieved "50.01 to 59.99", 3.2% scored "Exactly 50", and 0.0% received "Less than 50".
- A total of 69.2% of students achieved a mark of at least 70% in Grade 9 ELA during 2024/2025.
- Overall, 44.2% earned "At least 80" in 2024/2025, which is consistent with the 44.8% level in 2023/2024.
- The profound gender gap in Grade 9 ELA marks (69% female high achievement vs. 32.5% male high achievement) is consistent with the gender gap observed in foundational literacy skills in the middle years. In the Grade 8 Reading Provincial Assessment (January 2025), female proficiency (43.2%) was significantly higher than male proficiency (19.0%), suggesting literacy instructional strategies may not be equally effective for male students.

School Year	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
Number of students (n)	156	124	129	136	144	164	110	165	148	116	156
Less than 50	1.9%	2.4%	2.3%	4.4%	6.2%	0.6%	4.5%	1.8%	0.7%	0.0%	0.0%
Exactly 50	0.0%	0.0%	0.0%	0.7%	4.9%	1.2%	1.8%	2.4%	4.7%	3.4%	3.2%
50.01 to 59.99	2.6%	4.0%	0.0%	8.8%	7.6%	6.1%	7.3%	12.1%	8.8%	14.7%	12.8%
60.01 to 69.99	22.4%	14.5%	17.8%	16.9%	16.0%	12.8%	15.5%	11.5%	14.2%	18.1%	14.7%
70.01 to 79.99	28.2%	25.8%	23.3%	21.3%	22.9%	20.7%	14.5%	27.3%	21.6%	19.0%	25.0%
At least 80	44.9%	53.2%	56.6%	47.8%	42.4%	58.5%	56.4%	44.8%	50.0%	44.8%	44.2%

Note: The provincial figures include public schools, division administered First Nations schools, and funded independent schools.
(*) Data representing fewer than 10 students is suppressed.
(n/a) 'Zero' students in this category

Grade 12 Provincial Exams

Contextual Note on School-Level Examination Data:

In schools with small senior class enrolments ($n < 10$), percentage pass rates are subject to extreme statistical volatility where the performance of one or two students disproportionately shifts the overall percentage. Individual school results should be interpreted within this broader context rather than as longitudinal program indicators.

Observations, Analysis, and Conclusions of Grade 12 Math

Grade 12 Applied Mathematics (January & June 2025)

- In January 2025 (43 students writing across 3 schools), the Divisional pass rate in Applied Mathematics was 60.5% with a mean score of 55.0%, compared to the Provincial pass rate of 67.0% and mean score of 57.0%.
- In June 2025 (23 students writing across 2 schools), the Divisional pass rate reached 82.6% with a mean score of 69.6%, surpassing the Provincial pass rate of 72.9% and mean score of 61.8%.
- In June 2025, Divisional students excelled in Design and Measurement (83.8% mean score) and Logical Reasoning (77.2% mean score).
- This data is based on 32 students writing the exam across two schools in the division.

Grade 12 Essential Mathematics (January and June 2025)

- In January 2025 (64 students writing across 6 schools), the Divisional pass rate was 37.5% with a mean score of 45.0% (Provincial: 49.1% pass rate, 48.8% mean).
- In June 2025 (12 students writing across 2 schools), the Divisional pass rate was 33.3% with a mean score of 45.2% (Provincial: 55.5% pass rate, 52.7% mean).
- In the June 2024 sitting (7 students writing), the Divisional Pass Rate was 57.1% (Provincial: 66.1%), but the Divisional Mean Score was 59.2%, slightly exceeding the Provincial mean of 58.6%.

Grade 12 Pre-Calculus Mathematics (January and June 2025)

- In January 2025 (34 students writing across 4 schools), the Divisional pass rate was 41.2% with a mean score of 44.7% (Provincial: 70.7% pass rate, 62.4% mean).
- In June 2025 (9 students writing across 2 schools), the Divisional pass rate rose to 77.8% with a mean score of 58.1%, outperforming the Provincial pass rate of 71.9% (63.2% provincial mean).
- In June 2024 (20 students writing), the Park West Pass Rate improved to 60.0%, but still trailed the Provincial rate of 70.9%. The PWSD Mean Score was 57.9% (Provincial: 63.5%).
- Students struggled severely with the core concepts, scoring lowest in Trigonometric Functions (42.9% mean score) and Transformations of Functions (42.8% mean score).

GRADE 12 APPLIED MATHEMATICS ACHIEVEMENT TEST (JANUARY 2025)
ENGLISH PROGRAM

SCHOOL DIVISION: PARK WEST SCHOOL DIVISION
NUMBER OF SCHOOLS WRITING: 3

School Code	Number of Students Writing	Number of Students Included in Reporting [1]	Number of Students for Whom at Least One Adaptation Was Granted	MEAN SCORE BY CURRICULAR UNIT (%)					TOTAL SCORE (%)	
				Relations and Functions	Probability	Financial Mathematics	Design and Measurement	Logical Reasoning	Pass Rate [2]	Mean
Province[3]	1493	1492	157	67.9	52.5	58.8	57.5	53.5	67.0	57.0
	43	43	6	59.8	56.1	50.9	67.4	52.5	60.5	55.0
	24	24	6	61.4	50.5	57.8	75.3	58.6	54.2	57.5
	1	1	0	79.4	82.4	87.5	50.0	33.3	100.0	70.2
	18	18	0	56.5	62.1	39.8	58.0	45.4	66.7	51.0

GRADE 12 APPLIED MATHEMATICS ACHIEVEMENT TEST (JUNE 2025)
ENGLISH PROGRAM

SCHOOL DIVISION: PARK WEST SCHOOL DIVISION
NUMBER OF SCHOOLS WRITING: 2

School Code	Number of Students Writing	Number of Students Included in Reporting [1]	Number of Students for Whom at Least One Adaptation Was Granted	MEAN SCORE BY CURRICULAR UNIT (%)					TOTAL SCORE (%)	
				Relations and Functions	Probability	Financial Mathematics	Design and Measurement	Logical Reasoning	Pass Rate [2]	Mean
Province[3]	2021	1982	210	66.8	50.9	67.2	65.3	69.4	72.9	61.8
	23	23	2	74.0	61.4	69.8	83.8	77.2	82.6	69.6
	3	3	0	69.5	54.2	62.7	89.5	77.1	100.0	65.0
	20	20	2	74.7	62.5	70.9	82.9	77.2	80.0	70.3

GRADE 12 ESSENTIAL MATHEMATICS ACHIEVEMENT TEST (JANUARY 2025)
ENGLISH PROGRAM

SCHOOL DIVISION: PARK WEST SCHOOL DIVISION
NUMBER OF SCHOOLS WRITING: 6

School Code	Number of Students Writing	Number of Students Included in Reporting [1]	Number of Students for Whom at Least One Adaptation Was Granted	MEAN SCORE BY CURRICULAR UNIT (%)						TOTAL SCORE (%)	
				Vehicle Finance	Statistics	Precision Measurement	Home Finance	Geometry and Trigonometry	Probability	Pass Rate [2]	Mean
Province[3]	3187	3019	618	63.7	53.4	44.3	43.4	51.0	37.1	49.1	48.8
Division	64	64	10	62.6	49.8	38.8	46.9	50.7	30.3	37.5	45.0
	4	4	2	52.3	44.0	32.1	37.5	50.0	13.6	0.0	38.0
	12	12	0	59.9	37.9	33.2	36.5	43.5	21.6	25.0	37.8
	8	8	2	71.9	55.4	48.1	37.5	57.1	31.8	50.0	50.9
	16	16	3	62.5	49.7	27.6	51.6	44.2	31.0	37.5	41.6
	10	10	3	85.3	77.4	66.3	71.3	80.7	60.5	90.0	72.0
	14	14	0	46.4	38.9	33.5	41.1	39.3	19.2	14.3	34.6

GRADE 12 ESSENTIAL MATHEMATICS ACHIEVEMENT TEST (JUNE 2025)
ENGLISH PROGRAM

SCHOOL DIVISION: PARK WEST SCHOOL DIVISION
NUMBER OF SCHOOLS WRITING: 2

School Code	Number of Students Writing	Number of Students Included in Reporting [1]	Number of Students for Whom at Least One Adaptation Was Granted	MEAN SCORE BY CURRICULAR UNIT (%)						TOTAL SCORE (%)	
				Vehicle Finance	Statistics	Precision Measurement	Home Finance	Geometry and Trigonometry	Probability	Pass Rate [2]	Mean
Province [3]	3791	3554	750	62.8	62.0	43.5	56.0	50.4	46.5	55.5	52.7
Division	12	9	0	56.7	49.5	30.8	54.8	49.1	36.1	33.3	45.2
	10	7	0	64.3	53.2	36.3	69.9	57.1	45.0	42.9	53.3
	2	2	0	30.0	36.4	11.5	1.8	20.8	5.0	0.0	16.7

GRADE 12 PRE-CALCULUS MATHEMATICS ACHIEVEMENT TEST (JANUARY 2025)
ENGLISH PROGRAM

SCHOOL DIVISION: PARK WEST SCHOOL DIVISION
NUMBER OF SCHOOLS WRITING: 4

School Code	Number of Students Writing	Number of Students Included in Reporting [1]	Number of Students for Whom at Least One Adaptation Was Granted	MEAN SCORE BY CURRICULAR UNIT (%)							MEAN SCORE BY PART (%)		TOTAL SCORE (%)	
				Transformations of Functions	Trigonometric Functions	Binomial Theorem	Polynomial Functions	Trigonometric Equations and Identities	Exponents and Logarithms	Radicals and Rationals	Calculator	Non-Calculator	Pass Rate [2]	Mean
Province [3]	2987	2958	123	63.8	58.9	61.2	74.8	66.0	61.5	63.1	63.8	63.4	70.7	62.4
Division	34	34	0	49.5	36.8	42.4	60.5	44.5	47.3	45.6	47.2	45.4	41.2	44.7
	2	2	0	53.8	57.8	59.1	81.3	53.8	40.0	64.3	59.6	56.5	100.0	55.3
	3	3	0	71.8	58.3	66.7	70.8	61.5	65.6	66.7	67.9	64.9	66.7	64.6
	10	10	0	61.5	42.2	44.5	79.4	45.4	64.7	60.4	54.2	55.8	50.0	54.1
	19	19	0	39.3	28.3	35.6	46.7	40.3	36.0	32.5	38.9	35.6	26.3	35.4

DIVISIONAL AND SCHOOL-BY-SCHOOL PROFILE—AVERAGE PERCENTAGE SCORES

GRADE 12 PRE-CALCULUS MATHEMATICS ACHIEVEMENT TEST (JUNE 2025)
ENGLISH PROGRAM

SCHOOL DIVISION: PARK WEST SCHOOL DIVISION
NUMBER OF SCHOOLS WRITING: 2

School Code	Number of Students Writing	Number of Students Included in Reporting [1]	Number of Students for Whom at Least One Adaptation Was Granted	MEAN SCORE BY CURRICULAR UNIT (%)							MEAN SCORE BY PART (%)		TOTAL SCORE (%)	
				Transformations of Functions	Trigonometric Functions	Binomial Theorem	Polynomial Functions	Trigonometric Equations and Identities	Exponents and Logarithms	Radicals and Rationals	Calculator	Non-Calculator	Pass Rate [2]	Mean
Province [3]	2873	2789	178	63.4	58.4	71.2	74.0	60.5	61.5	66.1	56.8	65.1	71.9	63.2
Division	9	9	2	57.5	57.9	71.7	69.8	63.0	49.6	50.0	62.3	58.8	77.8	58.1
	7	7	2	67.3	68.9	83.8	81.7	77.1	60.7	61.0	74.6	70.3	100.0	69.5
	2	2	0	23.2	19.6	29.5	27.8	13.3	10.7	11.5	19.4	18.5	0.0	18.1

Strategic Response: Targeted Senior Years Numeracy Intervention

- The division's 2025 Strategic Plan directly addresses the underachievement in Grade 12 Provincial Exams by dedicating specific resources and capacity building efforts. The 2025 plan introduced a new, dedicated numeracy lead/coach whose role is to build the capacity of high school mathematics teachers. This intervention involved in-class support, coordination of professional development, and facilitation of access to instructional resources for Grades 9–12 math teachers.

Observations, Analysis, and Conclusions of Grade 12 ELA

The Grade 12 Provincial English Language Arts Standards Test serves as a vital summative benchmark of graduating students' literacy, critical analysis, and written communication skills.

The following analysis evaluates performance trends across both the January and May sittings, examining overall pass rates, mean scores, and specific curricular outcomes. It also contrasts student achievement in practical process booklet tasks with critical responses to text to identify curricular strengths and analytical gaps. Ultimately, these diagnostic results inform divisional literacy planning, instructional coherence, and broader efforts to ensure all learners are prepared for post-secondary pathways and the workforce.

- In January 2025 (148 students writing across 6 schools), the Divisional pass rate for Grade 12 ELA was 78.5% with a mean score of 65.0% (Provincial: 85.6% pass rate, 68.4% mean).
- In May 2025 (18 students writing across 3 schools), the Divisional mean score was 67.0% with a 70.6% pass rate (Provincial: 66.8% mean, 83.2% pass rate).
- In May 2025, Divisional students scored higher than the provincial average in General Outcome 1.0 (65.3% vs 63.7%), 4.0 (72.4% vs 71.7%), and Process Booklet Tasks (69.9% vs 69.8%).
- Park West students had previously met or exceeded provincial pass rates and averages in Grade 12 ELA in 4 of the past 6 years.
- Analysis of the mean scores by test component shows that Park West students performed better on the more skills-based "Process Booklet Tasks" than on the "Responding to Text" component, which requires deeper analytical and critical thinking skills.
- The division is enacting a major change in its K-8 literacy framework. This shift aims to improve instructional coherence.
- The strategic plan includes strengthening and expanding breakfast and nutrition initiatives to address hunger-related attendance barriers, which directly supports improved daily attendance necessary for success in senior-level courses.

GRADE 12 ENGLISH LANGUAGE ARTS STANDARDS TEST (JANUARY 2025)

ENGLISH PROGRAM

SCHOOL DIVISION: PARK WEST SCHOOL DIVISION

NUMBER OF SCHOOLS WRITING: 6

School Code	Number of Students Writing	Number of Students Included in Reporting[1]	Number of Students for Whom at Least One Adaptation Was Granted	MEAN SCORE BY GENERAL OUTCOME (%)					MEAN SCORE BY TEST COMPONENT (%)		TOTAL SCORE (%)	
				1.0	2.0	3.0	4.0	5.0	Responding to Text	Process Booklet Tasks	Pass Rate[2]	Mean
Province[3]	8125	7947	1166	64.9	63.3	62.5	72.3	66.2	64.3	70.3	85.6	68.4
Division	148	135	15	56.4	58.1	60.9	70.8	61.5	58.1	68.8	78.5	65.0
	24	20	7	55.5	61.3	60.0	72.0	69.0	60.7	69.6	85.0	66.7
	16	16	0	36.9	42.1	35.0	56.6	46.3	41.0	52.3	43.8	48.9
	20	15	3	44.7	44.9	44.0	57.7	49.3	45.6	54.9	60.0	51.9
	36	34	3	60.3	63.5	61.8	70.1	60.0	61.9	68.5	76.5	66.3
	12	10	2	67.0	66.0	78.0	80.0	76.0	68.0	79.6	100.0	75.1
	40	40	0	63.3	61.2	73.0	79.0	66.0	62.7	77.8	92.5	72.1

GRADE 12 ENGLISH LANGUAGE ARTS STANDARDS TEST (MAY 2025)

ENGLISH PROGRAM

SCHOOL DIVISION: PARK WEST SCHOOL DIVISION

NUMBER OF SCHOOLS WRITING: 3

School Code	Number of Students Writing	Number of Students Included in Reporting[1]	Number of Students for Whom at Least One Adaptation Was Granted	MEAN SCORE BY GENERAL OUTCOME (%)					MEAN SCORE BY TEST COMPONENT (%)		TOTAL SCORE (%)	
				1.0	2.0	3.0	4.0	5.0	Responding to Text	Process Booklet Tasks	Pass Rate[2]	Mean
Province[3]	6551	6250	1158	63.7	61.0	62.2	71.7	56.1	61.1	69.8	83.2	66.8
Division	18	17	0	65.3	60.8	60.0	72.4	52.9	61.0	69.9	70.6	67.0
	3	3	0	80.0	73.3	80.0	93.3	66.7	74.4	90.7	100.0	84.9
	13	12	0	66.7	63.3	58.3	69.6	55.0	63.1	67.3	75.0	66.2
	2	2	0	35.0	26.7	40.0	57.5	20.0	28.3	54.0	0.0	44.7

High School Graduation Rates

High school graduation is generally viewed as the minimum requirement for pursuing additional education and for entry into the world of work.

Manitoba's student-tracked method of calculating high school graduation rates allows us to understand how long it takes for individual students to graduate and to help us identify certain achievement gaps, such as those between male and female students and between Indigenous and non-Indigenous students.

High school graduation in Manitoba typically occurs within four years of beginning Grade 9. For some students, and for a variety of reasons, taking more time to obtain their credits for graduation could make the difference between successfully completing high school or not.

Manitoba's Student Tracked High School Graduation Rate
June 2024

	4 Year Grad Rate	5 Year Grad Rate	6 Year Grad Rate
Manitoba	83.1%	86.6%	88.5%
Park West	77.3%	85.0%	88.5%

June 2025

	4 Year Grad Rate	5 Year Grad Rate	6 Year Grad Rate
Manitoba	83.9%	86.4%	87.6%
Park West	81.3%	79.7%	85.5%

Observations, Analysis, and Conclusions of High School Graduations Rates

- The most recent data available (June 2025) shows that the divisional four-year graduation rate for Park West School Division reached 81.3%, closely approaching the provincial rate of 83.9%.
- In June 2025, the five-year student-tracked graduation rate was 79.7% (Provincial: 86.4%) and the six-year rate reached 85.5% (Provincial: 87.6%).
- The strategic plan has outlined a detailed plan to improve student attendance that actively helps remove barriers, including establishing consistent data tracking, monitoring, and reporting.
- The Division is committed to strengthening and expanding breakfast and nutrition initiatives to address hunger-related attendance barriers and ensure students are ready to learn.

Attendance

Severe chronic absenteeism in Manitoba schools is defined as unexcused absences accounting for 20 or more classes in a single high school course or 20% or more of instructional days in Kindergarten to Grade 8.

In accordance with direction from Manitoba Education and Training, the division is currently updating its administrative procedures on student attendance. Furthermore, Park West School Division is establishing a dedicated Divisional Attendance Committee to oversee data tracking, review interventions, and support school-based attendance strategies across all grade levels.

The following data shows the percentage of students experiencing severe chronic absenteeism as of March 2024.

Executive Overview & Overall Metrics

Metric	Park West School Division	Provincial Total	Variance / Observations
Number of Students Enrolled (K–Grade 8)	1,494	130,806	Represents ~1.14% of provincial K–8 enrolment
Number of Students with Severe Chronic Absenteeism	**145**	**6,380**	Accounts for ~2.27% of provincial severe absentees
Percentage Experiencing Severe Chronic Absenteeism	**9.71%**	**4.88%**	Nearly 2x the provincial rate (+4.83 percentage points)
Number of Schools Offering K–Grade 8	14	616	14 elementary/middle school facilities in division

Demographic Breakdown: Program, Sex & Indigenous Identity

Category	Sub-Group	PWSD Absenteeism Rate	Provincial Absenteeism Rate	PWSD Contribution to Total	Provincial Contribution
Academic Program	English	**9.71%**	5.87%	100.00%	97.70%
	Français	—	2.62%	0.00%	1.85%
	French Immersion	—	0.14%	0.00%	0.45%
Sex	Female	9.82%	4.78%	50.0%	47.81%
	Male	9.49%	4.90%	50.0%	52.19%
Indigenous Identity	Self-declared Indigenous	**14.44%**	15.86%	27.08%	64.80%
	Non-Indigenous	**8.60%**	2.11%	72.92%	35.20%

Grade-Level Absenteeism Breakdown (Kindergarten – Grade 8)

Grade	PWSD Absenteeism Rate	Provincial Absenteeism Rate	PWSD % Contribution	Provincial % Contribution
Kindergarten (K)	7.64%	3.78%	8.28%	8.07%
Grade 1	**12.26%**	5.61%	13.10%	12.42%

Grade	PWSD Absenteeism Rate	Provincial Absenteeism Rate	PWSD % Contribution	Provincial % Contribution
Grade 2	5.45%	4.60%	6.21%	10.50%
Grade 3	9.52%	4.89%	11.03%	11.29%
Grade 4	11.11%	4.29%	12.41%	10.00%
Grade 5	11.63%	4.45%	13.79%	10.46%
Grade 6	9.20%	4.79%	11.03%	11.24%
Grade 7	6.02%	5.18%	6.90%	11.77%
Grade 8	**14.29%**	6.32%	**17.24%**	14.25%

Key Strategic Insights & Comparative Findings

- **Elevated Division-Wide Rate:** Park West School Division exhibits a severe chronic absenteeism rate of **9.71%** (145 students), nearly double the provincial benchmark of **4.88%**.
- **Non-Indigenous Absenteeism Disparity:** The chronic absenteeism rate among non-Indigenous students in PWSD is **8.60%**, more than four times the provincial rate of **2.11%**. Consequently, non-Indigenous students constitute **72.92%** of the division's severely absent students (compared to only 35.20% provincially).
- **Balanced Sex Distribution:** Unlike suspensions (which skew heavily male), chronic absenteeism is split evenly at **50.0% female** and **50.0% male**, with female absenteeism (9.82%) slightly outpacing male absenteeism (9.49%).
- **Critical Peaks at Grade 1 and Grade 8:** Absenteeism spikes early in Grade 1 (12.26% vs. 5.61% provincially) and reaches its highest peak in Grade 8 at **14.29%** (vs. 6.32% provincially), with Grade 8 contributing **17.24%** of all severe chronic absenteeism cases in the division.

Suspension Data 2024-2025

The Safe and Caring Schools: A Policy Directive Enhancing Proactive Supports to Minimize the Use of Suspension (2023) guides schools and school divisions in the development of local policies and procedures on the use of suspension. The ultimate goals of the policy directive are to limit, reduce, and phase out exclusionary practices, except in situations of imminent safety risk to students and staff. The 2024/2025 data is the second annual, province-wide suspension and expulsion data collection.

Overview & Overall Metrics

Metric	Park West School Division	Provincial Total	Variance / Observations
Total Enrolment	2,302	199,153	Represents ~1.16% of provincial enrolment
Total Suspensions (Incidents)	37	5,083	Avg. 1.06 suspensions per suspended student
Unique Suspended Students	35	3,583	~0.98% of provincial suspended students
Suspension Rate (% of Students)	**1.5%**	**1.8%**	0.3 percentage points below provincial rate
Total Expulsions	**0**	4	Zero expulsions recorded division-wide

Demographic Breakdown: Program, Gender & Indigenous Identity

Category	Sub-Group	PWSD Suspension Rate	Provincial Suspension Rate	PWSD Contribution to Total	Provincial Contribution
Academic Program	English	1.5%	2.1%	100.0%	94.1%
	Français	N/A	0.7%	0.0%	1.3%
	French Immersion	N/A	0.6%	0.0%	4.6%
Gender	Female	1.0%	1.2%	34.3%	31.5%
	Male	2.0%	2.4%	65.7%	68.5%
Indigenous Identity	Self-declared Indigenous	3.4%	3.5%	51.4%	40.6%
	Non-Indigenous	1.0%	1.4%	48.6%	59.4%

Grade-Level Analysis (Grades 6–12)

Grade	PWSD Suspension Rate	Provincial Suspension Rate	PWSD % Contribution	Provincial % Contribution
Grade 6	1.69%	1.74%	8.6%	7.4%
Grade 7	1.15%	2.84%	5.7%	12.0%

Grade	PWSD Suspension Rate	Provincial Suspension Rate	PWSD % Contribution	Provincial % Contribution
Grade 8	1.86%	3.18%	8.6%	13.1%
Grade 9	**6.44%**	4.07%	**37.1%**	17.2%
Grade 10	**5.42%**	3.59%	**25.7%**	15.7%
Grade 11	2.78%	3.16%	14.3%	13.8%
Grade 12 / Early Years (K–5)	—	1.65% (Gr 12) / <1.3% (K–5)	0.0%	8.3% (Gr 12) / ~20% (K–5)

Key Takeaways & Strategic Summary

- **Lower Overall Rate & Zero Expulsions:** Park West maintains a lower suspension rate (1.5%) than the provincial average (1.8%) and recorded zero expulsions compared to 4 across the province.
- **Concentration in Early High School:** Grades 9 and 10 account for **62.8%** of all suspensions in Park West (37.1% and 25.7% respectively), with suspension rates peaking at 6.44% in Grade 9 (vs. 4.07% provincially) and 5.42% in Grade 10 (vs. 3.59% provincially).
- **Indigenous Representation:** While the suspension rate for Indigenous students in Park West (3.4%) is slightly lower than the province (3.5%), Indigenous students constitute **51.4%** of all suspended students in the division (compared to 40.6% provincially). This disproportionality reinforces the division's commitment to restorative disciplinary practices. PWSD is actively prioritizing alternatives to exclusionary discipline, including culturally responsive mentorship, trauma-informed interventions, and enhanced transition supports in early high school
- **Gender Disparity:** Males account for roughly two-thirds of suspensions (65.7% in PWSD, 68.5% provincially), with a suspension incidence rate double that of females (2.0% vs. 1.0%).

OurSCHOOL Student Engagement and Well-Being Survey Analysis (2025–2026)

Effective in the 2023–2024 school year, Park West School Division initiated comprehensive data collection on student and staff well-being and engagement using the OurSCHOOL Survey tool. This assessment provides students and staff with an anonymous platform to share feedback regarding their daily experiences, school climate, and continuous improvement initiatives. The survey is administered bi-annually in October and May across elementary and secondary schools in the Division.

The OurSCHOOL survey measures students' attitudes toward learning, social connections, physical and mental well-being, and overall school environment. The following comprehensive analysis examines the 2025–2026 dataset, encompassing feedback from Grades 4–6 elementary students across 13 schools and Grades 7–12 secondary students across 12 schools.

Part I: Elementary School Survey Results (Grades 4–6)

The 2025–2026 Elementary Survey measured 16 core indicators related to student outcomes, well-being, and school climate across 13 division elementary sites. Results demonstrate strong overall positive engagement and emotional well-being, with key indicators matching or exceeding national Canadian norms.

Highlights of Success and Strength (Elementary)

- **High Sense of Belonging:** 77% of elementary students reported a strong sense of belonging, feeling accepted, valued, and included by their peers and teachers. This significantly exceeds the Canadian norm of 72%. Male students reported exceptionally strong belonging at 82% (vs. 75% national norm).
- **Exceptional Life Satisfaction:** 81% of elementary students evaluated their overall life satisfaction positively, outperforming the Canadian baseline of 76% by 5 percentage points.
- **Positive Emotional Well-Being (Hedonia & Eudaimonia):** Elementary students reported outstanding levels of positive hedonia (feeling good, pleasure, and happiness) at 95%, matching the national benchmark. Positive eudaimonia (feeling a sense of purpose and meaning) was reported at 82%, exceeding the national norm of 80%.
- **Prosocial Homework and School Behaviours:** 61% of Grade 4–6 students demonstrated positive homework habits, substantially higher than the Canadian norm of 55%. Additionally, 90% of students reported positive behaviour at school, meeting national standards.

- **Low Anxiety Levels:** Moderate to high anxiety rates among elementary students (27%) remained lower than the Canadian norm of 29%, reflecting supportive classroom environments.

Key Action Items and Focus Areas (Elementary)

- **Bullying Prevention and Gender Disparities:** 33% of elementary students reported being victims of moderate to severe bullying in the preceding month, exceeding the Canadian norm of 30%. Notably, elementary girls experienced significantly higher rates of bullying and exclusion (36%) compared to the national norm for girls (27%).
- **Sleep Hygiene and Physical Health:** Only 35% of elementary students reported obtaining the recommended minimum of 9 hours of sleep per night, indicating a crucial area for family and community health partnership.
- **Peer Relationship Strengthening:** Students reporting positive peer relationships (78%) fell slightly behind national benchmarks (80%), pointing to the need for continued social-emotional learning interventions.

Part II: Secondary School Survey Results (Grades 7–12)

The Secondary School Survey evaluated 34 comprehensive indicators across 12 division schools serving Grades 7–12. Data reflects strong extra-curricular involvement and academic self-efficacy, alongside key social-emotional targets for division intervention.

Highlights of Success and Strength (Secondary)

- **Outstanding Athletic and Extra-Curricular Participation:** 64% of secondary students actively participated in school sports and clubs, drastically outperforming the Canadian national norm of 46% by 18 percentage points.
- **Robust Academic Performance and Health:** Self-reported average marks across core academic subjects—Language Arts (81%), Mathematics (81%), and Science (80%)—met or exceeded national baselines. Furthermore, 77% of secondary students reported positive general health, exceeding the national average (76%).
- **Sustained Life Satisfaction:** 71% of secondary students expressed positive overall life satisfaction, remaining above the Canadian norm of 68%.

Key Action Items and Focus Areas (Secondary)

- **Secondary Sense of Belonging Gap:** Only 53% of secondary students reported a high sense of belonging, revealing a prominent gap compared to the Canadian baseline of

62%. Rebuilding school connectedness in Middle and Senior Years is a top divisional priority.

- **Bullying and Cyberbullying Exposure:** 26% of secondary students reported being victims of moderate to severe bullying, higher than the national average of 20%.
- **Self-Regulation and Work Habits:** Positive self-regulation behaviors were reported by only 49% of secondary students (vs. 58% norm), while positive homework habits stood at 40% (vs. 49% norm). These deficits directly align with challenges observed in Grade 9 Math and ELA credit attainment.
- **Learning Interest, Motivation, and Truancy:** Only 30% of secondary students reported being interested and motivated in their daily learning (vs. 33% norm), and unexcused truancy was recorded at 19% (vs. 18% norm), reinforcing the urgency of the Learning to Age 18 and Divisional Attendance Committee initiatives.

Part III: Strategic Alignment and Continuous Improvement Initiatives

The findings from the 2025–2026 OurSCHOOL Survey directly inform action plans within the Park West School Division 2025–2029 Strategic Plan. Key strategic responses include:

- **Divisional Student Advisory Committee & Student Voice:** To address the secondary sense of belonging deficit and boost engagement, the Division is formalizing a Student Advisory Committee and enhancing student council networking across schools.
- **Responsive Mental Health & Well-Being Curriculum:** Expansion of locally developed courses, such as Fundamentals of Mental Fitness 41G, alongside the integration of Mino-Pimatisiwin (The Good Life) concepts to foster social-emotional regulation and resilience.
- **Targeted Anti-Bullying Interventions:** Deploying proactive bullying prevention strategies, particularly targeted support groups for elementary girls and safe space facility modifications across division schools.
- **Parent Engagement Expansion:** Introduction of a divisional Parent Survey in May 2027 to capture comprehensive stakeholder feedback on student well-being, home sleep habits, and academic priorities.

Detailed Reports on Specific Grants

Indigenous Academic Achievement (IAA) Grant

Timeline	Outcomes	Evidence & Improvement Strategies
2025-2029	To improve literacy and numeracy outcomes for Indigenous, Métis, and First Nation students (representing 450 students / 20% of student population).	Targeted interventions to address persistent achievement gaps (e.g., Fall 2025 Grade 3 Reading: 17.4% Indigenous vs 36.5% Non-Indigenous; Grade 9 Math Credit Attainment: 64.9% Indigenous vs 79.4% Non-Indigenous; Grade 7 Numeracy: 13.6% Indigenous proficiency): ▪ Full implementation and transition to DIBELS-8 assessment across all K-8 classrooms by June 2026 for unified literacy tracking. ▪ Active deployment of a dedicated High School Numeracy Lead/Coach to deliver in-class support and capacity building for math teachers. ▪ Enhanced transition protocols between elementary and high schools combining academic, cultural, and career guidance for at-risk students. ▪ Expanded school nutrition and breakfast programs ($257,000 allocation) to remove hunger-related attendance barriers impacting Indigenous student achievement. Systematic disaggregated data tracking and monthly attendance monitoring through the Divisional Attendance Committee. ▪ Full implementation and transition to DIBELS-8 assessment across all K-8 classrooms by June 2026 for unified literacy tracking. ▪ Active deployment of a dedicated High School Numeracy Lead/Coach to deliver in-class support and capacity building for math teachers. ▪ Enhanced transition protocols between elementary and high schools combining academic, cultural, and career guidance for at-risk students. ▪ Expanded school nutrition and breakfast programs ($257,000 allocation) to remove hunger-related

		attendance barriers impacting Indigenous student achievement. ▪ Systematic disaggregated data tracking and monthly attendance monitoring through the Divisional Attendance Committee.
2025-2026	To support schools and staff in the respectful inclusion of First Nations and Métis content and perspectives in K-12 curricula across all schools and grade levels.	Leadership and cultural programming provided by the Indigenous Education Facilitator (Community Connector, 1.0 FTE): ▪ Expansion of the Elder and Knowledge Keeper in Schools initiative. ▪ Embedding Mino-Pimatisiwin (The Good Life) concepts into curriculum development and staff training. ▪ Development and expansion of high school courses covering Indigenous ways of knowing, language, culture, and land-based learning. ▪ Expansion of land-based learning and outdoor education programs with structured curricular connections.
2025-2027	To build cultural competencies in students and staff and strengthen First Nations partnerships.	Ongoing professional development through teacher-led Professional Learning Communities (PLCs) centered on the Manitoba Framework for Learning. Sustained partnership with Waywayseecappo First Nation (including support for Waywayseecappo School and Off-Campus/Adult Ed programs generating $9.29M in First Nations tuition revenue). Strengthened student voice through the Divisional Student Advisory Committee.

Literacy Grant

Timeline	Outcomes	Evidence & Improvement Strategies
2025-2026	To provide Early Years students with comprehensive support for the development of foundational literacy skills across all grade levels.	**Mandated Transition to DIBELS-8 Assessment:** June 2025 marked the final administration of the Fountas and Pinnell literacy assessment. By June 2026, all teachers will transition fully to using DIBELS-8 to collect and submit standardized literacy data, establishing a unified and measurable benchmark across the division. **Implementation of the K-8 Literacy Framework:** Soft rollout of a new K-8 Literacy Framework starting in Fall 2025 to ensure instructional alignment with provincial directives and target persistent grade-level reading gaps (such as the 48% at/above grade level benchmark in June 2025). **Integration of Global Competencies:** Purposeful embedding of Manitoba's Global Competencies—specifically Communication and Connection to Self—into Early Years reading and writing instruction to broaden student engagement and readiness. **Early Years Assessment Protocols:** Continued utilization of the six tasks from the Observation Survey of Early Literacy Achievement alongside targeted professional development in Daily 5, Stepping into Literacy Place, Guided Reading, and Fostering Independence during Literacy Time. **Implementation of the K-8 Literacy Framework:** Soft rollout of a new K-8 Literacy Framework starting in Fall 2025 to ensure instructional alignment with provincial directives and target persistent grade-level reading gaps (such as the 48% at/above grade level benchmark in June 2025). **Integration of Global Competencies:** Purposeful embedding of Manitoba's Global Competencies—specifically Communication and Connection to Self—into Early Years reading and writing instruction to broaden student engagement and readiness. **Early Years Assessment Protocols:** Continued utilization of the six tasks from the Observation Survey of Early Literacy Achievement alongside targeted professional development

		in Daily 5, Stepping into Literacy Place, Guided Reading, and Fostering Independence during Literacy Time.
2025-2029	To increase instructional capacity and collective efficacy among teachers as reading and writing instructors.	**Professional Learning Communities (PLCs):** Establishment of teacher-driven, self-directed PLCs grounded in the Manitoba Framework for Learning to facilitate ongoing collaborative inquiry and peer visitations. **Standardized Professional Training:** Systematic training and support for educators to ensure full fidelity and compliance with the mandated DIBELS-8 screening tools and the new K-8 Literacy Framework. **Intervention for At-Risk High School Readers:** Prioritizing high school literacy support as an early intervention strategy for at-risk students facing chronic absenteeism and credit attainment challenges in Grade 9 ELA.
2025-2029	To deliver targeted early literacy interventions that accelerate reading and writing proficiency for struggling Grade 1 and Early Years students.	**Evidence-Based Structured Interventions:** Implementation of multi-tiered support frameworks including Levelled Literacy Intervention (LLI), Words Their Way, and Handwriting Without Tears to target students scoring below grade-level expectations. **Continuous Progress Monitoring:** Tracking student growth through regular divisional literacy protocols to inform classroom instruction and evaluate intervention efficacy.

Numeracy Grant

Timeline	Outcomes	Evidence & Improvement Strategies
2025-2029	To provide Early Years students with comprehensive, evidence-based support for foundational numeracy skill acquisition.	**Assessment Protocol Review:** Conducting a comprehensive review of existing divisional numeracy assessment protocols to address identified gaps, increase validity, and establish an equitable assessment strategy across all early grade levels. **Numeracy Achievement Project (NAP):** Active teacher participation in professional learning sponsored by mRLC and NAP, focusing on basic fact mastery, mental math strategies, and moving instruction beyond mere rules and procedures toward deep conceptual understanding. **Summative Monitoring:** Annual implementation and disaggregated analysis of K-3 divisional numeracy assessment data (e.g., tracking the 70.0% benchmark of students scoring 70% or higher in 2026) to inform ongoing PD and resource allocation. **Numeracy Achievement Project (NAP):** Active teacher participation in professional learning sponsored by mRLC and NAP, focusing on basic fact mastery, mental math strategies, and moving instruction beyond mere rules and procedures toward deep conceptual understanding. **Summative Monitoring:** Annual implementation and disaggregated analysis of K-3 divisional numeracy assessment data (e.g., maintaining the 72% benchmark of students scoring above 70%) to inform ongoing PD and resource allocation.
2025-2029	To ensure students in K-8 demonstrate conceptual growth and mathematical progression in representing, describing, and applying number relationships.	**High School Numeracy Lead/Coach:** Active deployment of a dedicated numeracy lead/coach to deliver direct in-class support, co-teaching, and specialized PD for senior years math teachers, directly targeting chronic underachievement in Grade 9 Math credit attainment (65.8%) and Grade 12 Provincial Exams. **Guided Math & Differentiated Instruction:** Widespread classroom implementation of Guided Math practices using foundational support materials such as ORIGO, First Steps in Mathematics, and Numeracy Nets to address developmental needs. **Multiple Representations of Learning:** Evaluating student work samples for increased variety and complexity across concrete, pictorial, and symbolic modes of representation.

		Targeting Middle Years Transitions: Developing targeted instructional strategies to address the steep performance drop observed between Grade 6 (50% high achievers) and Grade 7 (31.4% high achievers) in divisional NAP assessments.

English as an Additional Language (EAL) Grant

Timeline	Outcomes	Evidence & Improvement Strategies
2025-2029	To ensure EAL designated students (representing 120 students / 5% of student population) acquire English language proficiency for effective social communication.	**Social Language Development:** Monitoring student communication in informal and inclusive school environments through teacher observation and anecdotal records. **Expanded Social Opportunities:** Providing targeted social language experiences for colony and newcomer students through Artist in the School projects, music/art programs, and divisional gatherings.
2025-2029	To support EAL students in developing academic English proficiency to meet curricular standards across all subject areas.	**Academic Achievement Tracking:** Addressing significant achievement gaps identified in provincial assessments (such as Grade 3 Reading, where EAL proficiency was 33.3% in Fall 2025) by combining regular classroom evaluations with divisional literacy tracking. **Individualized Education Plans (IEPs):** Mandating bi-annual school-based team reviews to evaluate IEP goals and update language acquisition plans for students across Stages 1–3 of the Manitoba EAL Framework. **Individualized Education Plans (IEPs):** Mandating bi-annual school-based team reviews to evaluate IEP goals and update language acquisition plans for students across Stages 1–3 of the Manitoba EAL Framework.
2025-2029	To establish, review, and implement standardized divisional clinical services, intake, and welcome protocols for EAL students and families.	**Student Services Handbook:** Development and distribution of revised clinical protocols, intake guidelines, and classroom teacher resource documents. **Community Agency Alignment:** Leveraging local economic development and immigration partnerships to expand community wraparound support for newly arrived families.
2025-2027	To equip classroom and resource teachers with high-leverage EAL instructional strategies to accelerate progression along the MB EAL Continuum.	**Capacity Building & Inclusive PD:** Delivering specialized professional development for resource and classroom teachers on inclusive instructional strategies, scaffolded language acquisition, and stage-appropriate assessment.

Plans for Utilization of Additional Grants

Career Development Initiative

The Career Development Initiative (CDI) grant supports programming across key priority areas including Personal Awareness and Management, Career Exploration and Skills Training, Job Seeking and Maintenance, and Career and Community Experiences.

- Personal Awareness and Management: Fostering self-reflection, work readiness, and personal goal setting.
- Career Exploration and Skills Training: Expanding exposure to vocational pathways, trades, and practical skill development starting as early as Middle Years.
- Job Seeking and Job Maintenance: Building essential workplace competencies, resume preparation, and interview readiness.
- Career and Community Experiences: Strengthening partnerships with local industry, community organizations, and regional post-secondary institutions.

Some highlights of recent activities within CDI include:

- Developing a framework for career technology studies for students.
- Investigating the expansion of vocational programs beyond single course offerings into comprehensive program clusters and early Middle Years trade exploration (Grades 5-8).
- Developing and delivering a high school SIC course focusing on Financial Literacy. This was replaced by a provincially developed curriculum.
- Planning and implementing a regional career fair for all high school students.
- Increasing practicum placement opportunities for students.
- Connecting students with community resources and local businesses to offer non-credit alternative programs and practical employability skills training.
- Purchase of a Virtual Reality system for vocational simulation.
- Partnering with municipal and regional economic development organizations to align career exploration opportunities with local workforce demands.

Technology Education

Vocational education is a priority for both our school division, our First Nation partners, and for our communities. Park West employs a community-based model where selected schools from various communities host specific trades training.

Until 2018-2019 we had four divisional vocational programs - Birtle Collegiate housed the divisional Building Construction, Nature Studies, and Health Care Aide programs while Cosmetology was based in Waywayseecappo.

Unfortunately, significant budget constraints related to reduced provincial funding and a hard cap of local taxation impacted the vocational programs. Three were cut completely from our current budget with only the Cosmetology program remaining. After many years of program development, resource investment, and many vocational graduates, three extremely valuable

programs exist no longer. This was an extremely disappointing development for the division and its stakeholders.

To revitalize vocational education within budget constraints, the Board supported the reintroduction of Middle Years vocational programming. Students in Grades 7-8 in schools without dedicated vocational facilities are bused to host schools across the division for hands-on technical programming throughout the school year. Furthermore, the division continues to collaborate with Waywayseecappo First Nation and community partners to explore sustainable funding options and shared staffing models for expanding high school trade and vocational clusters.

Learning to Age 18 Coordinator

The Park West School Division Learning to Age 18 facilitator (0.25 FTE) provides targeted support to students and families currently disengaged or at risk of dropping out. The primary goal is to improve student attendance, address severe chronic absenteeism, and reduce school departure prior to graduation. This is achieved through consulting and collaborating with school-based teams, delivering individualized student counselling, and coordinating alternative learning pathways. The facilitator works closely with school teams to foster positive attitudes toward attendance expectations and strengthen parent-school communication systems.

The primary focus in the early implementation of Learning to Age 18 has been attendance. Low attendance is a key indicator for dropping out. It is also a symptom of other issues that students may need help in addressing. Attendance reports have been sent to schools monthly indicating students who may potentially be at risk based on their attendance. School teams have then worked to identify issues negatively influencing attendance, and to scaffold support to students and families. Communication and consultations with schools has contributed to building awareness of students at-risk because of poor attendance. An attendance target of 90% was established. Identification of students of concern in Early Years and Middle Years has been a priority so that interventions can be implemented at the onset.

Monthly attendance reports are fully integrated into the divisional mandate to establish systematic data tracking, monitoring, and reporting overseen by the Divisional Attendance Committee. This shifts attendance practices from general reporting to timely, targeted interventions.

School teams have been asked to identify students under 18 but not attending school. Student referrals to the Learning to Age 18 facilitator have been made. These referrals have resulted in student assessment (using Kearney framework), individual counselling, and development of alternative learning plans. Further access to this service and support for students will be encouraged.

Early Development Instrument (EDI)

Park West School Division has partnered with stakeholders to increase early years' programming in communities. This has included working with childcare facilities and community partners to offer early years' learning opportunities for both parents and children.

Our division has also increased school resources and focus on readiness for Kindergarten. We have collaborated with childcare facilities to offer professional development to plan specific interventions in EDI competencies. Also, we have provided parenting sessions focusing on the awareness of readiness skills for preschool students.

A teacher-completed questionnaire, called the Early Development Instrument (EDI), is used to measure students' ability to meet age-appropriate developmental expectations at school entry (Kindergarten).

The EDI questionnaire is completed by teachers for each Kindergarten student. Each student is given a score for each of the five domains. These individual scores are then aggregated so students can be assessed as groups only.

These grouped scores are then divided into three different percentile categories :

1. On Track is the percentage of students with scores above the 25th percentile of the Canadian baseline sample. On Track represents a group of students whose scores signify that they are meeting age-appropriate developmental expectations.

2. At Risk is the percentage of students with scores between the 10th and 25th percentiles of the Canadian baseline sample. At Risk represents a group of students who are not in the vulnerable range at the time of the EDI assessment, but whose scores are still lower than expected for children of that age.

3. Vulnerable is the percentage of students who score below the 10th percentile of the Canadian baseline sample. Vulnerable represents a group of students who are at an increased risk of difficulties, including those whose struggles may not be apparent. a difference.

For each of the five domains, the Canadian baseline sample acts like a point on a ruler or benchmark that Manitoba's results are measured against.

The charts on the next two pages show Park West results for the EDI as well as the provincial norm for 2022-2023. The EDI survey will be implemented again during the current school year.

On Track by Domain:

This table shows the percentage of students *On Track* in each domain. *On Track* is the percentage of students with scores above the 25th percentile of the Canadian baseline sample.

On Track by Domain (%)	2012/13	2014/15	2016/17	2018/19	2022/23	Manitoba 2022/23
Physical Health and Well-Being	76.7%	75.7%	81.3%	74.1%	73.5%	74.9%
Social Competence	68.5%	72.4%	82.1%	78.3%	72.7%	71.5%
Emotional Maturity	70.5%	70.5%	72.1%	76.2%	73.5%	67.6%
Language and Cognitive Development	78.1%	77.1%	73.6%	81.1%	65.9%	69.5%
Communication Skills and General Knowledge	69.2%	72.4%	63.6%	69.2%	75.8%	69.0%

High percentages are preferable. The higher the percentage of students who are *On Track*, the better. You can also compare your results to Manitoba. Ideally, you would like to see your percentages similar to the rest of Manitoba, or higher.

At Risk by Domain:

This table shows the percentage of students *At Risk* in each domain. *At Risk* is the percentage of students with scores between the 10th and 25th percentiles of the Canadian baseline sample.

At Risk by Domain (%)	2012/13	2014/15	2016/17	2018/19	2022/23	Manitoba 2022/23
Physical Health and Well-Being	8.9%	6.8%	13.7%	11.2%	9.8%	10.5%
Social Competence	23.3%	14.3%	9.3%	15.4%	18.9%	17.4%
Emotional Maturity	18.5%	9.5%	17.9%	14.0%	12.9%	16.5%
Language and Cognitive Development	8.9%	12.4%	12.9%	9.8%	15.9%	16.3%
Communication Skills and General Knowledge	17.1%	10.5%	25.0%	14.0%	9.1%	15.1%

Low percentages are preferable. The higher the percentage of students who are *At Risk*, the more concern. You can also compare your results to Manitoba. Ideally, you would like to see your percentages similar to the rest of Manitoba, or lower.

Vulnerable by Domain:

This table shows the percentage of students *Vulnerable* in each domain. *Vulnerable* is the percentage of students who score below the 10th percentile of the Canadian baseline sample.

Interpretation Tips: Low percentages are preferable. The higher the percentage of students who are *Vulnerable*, the more concern. Any domain that has more than 10 per cent of students (higher than the Canadian baseline sample) may be interpreted as a domain of need. If you identify a domain of need, then look more closely at the associated subdomain results on page 11 to help provide more detail. You can also compare your results to Manitoba. Ideally, you would like to see your percentages similar to the rest of Manitoba, or lower.

Vulnerable by Domain (%)	2012/13	2014/15	2016/17	2018/19	2022/23	Manitoba 2022/23
Physical Health and Well-Being	14.4%	17.5%	5.0%	14.7%	16.7%	14.6%
Social Competence	8.2%	13.3%	8.6%	6.3%	8.3%	11.0%
Emotional Maturity	11.0%	20.0%	10.0%	9.8%	13.6%	15.5%
Language and Cognitive Development	13.0%	10.5%	13.6%	9.1%	18.2%	13.5%
Communication Skills and General Knowledge	13.7%	17.1%	11.4%	16.8%	15.2%	15.9%
Low percentages are preferable. The higher the percentage of students who are *Vulnerable*, the more concern. Any domain above 10% may be interpreted as a domain of need.						

Observations, Analysis, and Conclusions of EDI Results

- Park West generally met or exceeded provincial norms in the majority of domains in the "On Track" category, indicating that most students entering Kindergarten are meeting developmental expectations.
- The Division significantly outperformed the province, with 73.5% of students "On Track" compared to the Manitoba norm of 67.6%.
- Park West students were "On Track" at a rate of 75.8%, notably higher than the provincial norm of 69.0%.
- For Social Competence, the Division's "On Track" rate was 72.7%, exceeding the provincial rate of 71.5%.
- For Physical Health and Well-Being, Park West performed nearly identically to the province (73.5% "On Track" vs. 74.9% provincial norm).
- The Language and Cognitive Development (On Track Deficit) was the only one in which Park West trailed the province. Only 65.9% of Divisional students were "On Track," falling below the Manitoba norm of 69.5%.
- The division also generally showed lower "At Risk" percentages compared to the province across most domains.
- The Strategic Plan's major overhaul of K-8 literacy, including the mandated switch from the Fountas and Pinnell assessment (last used June 2025) to DIBELS-8 (by June 2026), directly addresses the need for standardized and effective early years literacy support, which is closely tied to the EDI's Language and Cognitive Development domain.

French Language Review Planning

In September 2014, the Department introduced the French Language Education Review. Grounded in this review and divisional priorities, Park West School Division developed a comprehensive plan to enhance French Immersion and French Second Language instruction.

The plan ensures students:

- Acquire effective French oral communication, reading, and writing skills through balanced literacy and communicative approaches.
- Value French language learning as a foundation for personal, academic, and professional growth.
- Develop a deep appreciation for Francophone culture and community heritage.
- Engage in intercultural communication to foster global citizenship.

Key priorities and strategic objectives for French language revitalization include:

- Expanding French Immersion options and strengthening retention across Middle Years (Grades 5–8) to increase high school enrollment and completion rates in Grades 9–12 French courses.
- Building teacher instructional capacity through targeted professional development on the Early Start K–3 curriculum, the AIM program, and the Communication and Culture 4–8 curriculum framework.

Specific objectives of the Park West plan for improving French-language instruction:

- Promoting collaborative teacher networks, interclass connections, and peer visitations across division schools to share best practices.
- Fostering cultural immersion and community engagement through partnerships with local Francophone organizations, cultural events, and authentic language activities.
- Leveraging the French Revitalization Grant to sustain leadership and support roles, including the divisional French Coordinator position (0.40 FTE).

Plan for Enhancing Educational Leadership

School principals have an essential role in supporting teachers to improve student achievement. Highly effective principals perform five key practices well:

- Shaping a vision of academic success for all students.
- Creating a climate hospitable to education.
- Cultivating leadership in others.
- Improving instruction.
- Managing people, data, and processes to foster school improvement.

Within Park West School Division, we have implemented several initiatives aimed at enhancing instructional leadership:

- Learning about the nature of a school principal's role and what makes for an effective principal.

- Providing extensive professional development for principals on challenging and difficult conversations and conflict management.
- Training on how to establish group norms and how to foster effective teams.
- Promoting learning within school teams with principals learning collaboratively with their staff.
- Developing a comprehensive plan to support and mentor new school administrators.
- Training principals to use data effectively to inform planning and instruction.
- Providing additional training, professional development, and mentorship to new principals.

Our goal is to continue to review and revise our framework for principal supervision and evaluation for September 2025. The revision will incorporate the provincial framework for school leadership.

Several new, strategic, and proactive measures are outlined in the 2025 Divisional Strategic Plan to enhance leadership capacity, promote teacher-led professional growth, and maintain administrative stability across all schools:

The previous Divisional strategic plan primarily focused on developing existing or new leaders (e.g., PD on conflict management, data use, and new administrator mentorship). The 2025 Plan shifts focus to systemic stability and workforce cultivation, which provides measurable new elements for the enhancement plan. The new plan will:

- **Formalize Succession Planning and Leadership Cultivation:** Implementation of a succession planning framework focused on identifying, mentoring, and supporting aspiring school administrators to build leadership capacity from within the division.
- **Targeted Mentorship and Administrative Support:** Delivering comprehensive mentorship and wellness support for new administrators, particularly targeting schools with high staff turnover and rural settings to foster long-term retention.
- **Professional Learning Communities (PLCs):** Establishing teacher-driven, self-directed PLCs centered on the Manitoba Framework for Learning to foster collective efficacy, collaborative inquiry, and shared instructional leadership.
- **Administrative Workload Review:** Conducting a review of school leadership workload, especially in schools where principals hold combined roles (e.g., principal/resource/guidance), to analyze the impact of job overload on administrator retention and inform future staffing models.

Stakeholder Involvement in Planning Process

The identification of priorities in Park West School Division relies on a collaborative, iterative, and cyclical process that supports the school board's strategic planning. The planning process emphasizes coherence, capacity building, data-informed decision making, and shared responsibility for student achievement, as outlined in the *K-12 Framework for Continuous Improvement*.

The strategic planning approach is grounded in a data culture and an inquiry-based approach. School division and school staff are required to formulate goals in each priority area after meaningfully examining data, exploring research, and considering feedback from stakeholders. Data is viewed as guidance, a snapshot of information at a certain point in time, which leads to deeper conversations.

This overall strategic plan was developed through comprehensive stakeholder consultation and review of school and divisional data. The plan is a dynamic, living document that undergoes ongoing monitoring and renewal every four years, with priority areas adjusted annually to ensure the system is responsive to emerging information and student and staff needs.

The divisional planning process actively involved multiple stakeholders. A major consultation occurred during a focus group session in May 2025 that included 70 representatives from various stakeholder groups to assist in developing the strategic plan. In addition to broad survey feedback from staff and parents on priority areas, targeted staff consultations and regular community partner meetings are conducted to align division priorities with local needs.

To maintain continuous engagement beyond the initial planning phase, the 2025 Divisional Strategic Plan introduces formalized engagement structures across all levels. A parent survey planned for May 2027 will gather vital stakeholder feedback on student well-being, engagement, academic programs, and division priorities to directly inform continuous improvement efforts and annual reporting. Additionally, student empowerment is prioritized through:

- Establishing a Divisional Student Advisory Committee to ensure students have a formal, influential platform to share perspectives, advise on key issues, and contribute to shaping policies and initiatives.
- Strengthening collaboration among school-based student councils through structured opportunities for networking, shared initiatives, and leadership development across the Division.

To ensure responsive systems, the division will transition from informal consultation to proactively establishing and maintaining strategic partnerships. A Key action will focus on establishing and maintaining partnerships with municipalities, industry leaders, and community members and organizations to enrich educational experiences and align resources with student and community needs.

Park West School Division

Learners Today, Leaders Tomorrow

K–12 Framework for Continuous Improvement

School Division Planning and Reporting

2026-2027

Park West School Division
1161 St. Clare St. N
Birtle, MB
R0M 0C0